DOCUMENT RESUME

ED 319 868 UD 027 502

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TITLE Immigrant and Refugee Tutoring Programs: A D.C. Schools Project Handbook. "Tutoring and Befriending."
INSTITUTION Georgetown Univ., Washington, DC. Center for Immigration Policy and Refugee Assistance.
PUB DATE Sep 89
NOTE 200p.; Made possible by a grant from the Jessie Ball du Pont Religious, Charitable and Educational Fund.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Adjustment (to Environment); *College School Cooperation; College Students; Cooperative Programs; Elementary Secondary Education; *English (Second Language); *Immigrants; Multilingual Materials; Program Guides; Refugees; *Student Volunteers; *Tutoring
IDENTIFIERS *Collaboratives; District of Columbia

ABSTRACT

This guide is intended to assist colleges and universities to initiate tutoring programs for the immigrant and refugee student communities in their cities. Guidelines are presented for planning, executing, and maintaining a program to enable these students to learn English and survival skills, using college student volunteers. The following issues are discussed: (1) immigrants and refugees; (2) immigration law; (3) immigrant children in the U.S. public schools; (4) English as a Second Language (ESL) and bilingual education; (5) university students; and (6) the D.C. Schools Project at Georgetown University for acclimating immigrants to life in the District of Columbia. Suggestions are given for working with the school system, the university, and the community. Methods are suggested for recruiting volunteers and students and training volunteers in cultural sensitivity and ESL tutoring. The following programming topics are outlined: (1) attendance; (2) campuswide education; (3) evaluation; (4) extracurricular events; (5) insurance; (6) matching; (7) nontraditional volunteers; (8) the office; (9) program literature; (10) record keeping and documentation; (11) safety; (12) staffing; (13) summer operations; (14) transportation; (15) tutoring materials; and (16) volunteer retention and recognition. The following programming logistics are described: (1) an on-campus Saturday program; (2) an in-home evening program; (3) an in-school program; (4) an after-school program; (5) peer tutoring; and (6) a semester calendar. Fundraising and publicity are also discussed. The following material is appended: (1) a list of resources; (2) a form letter to parents, in English and Spanish; (3) examples of instructional materials; (4) process and volunteer evaluation forms; (5) a volunteer registration form, a student information form, and a sample budget for an English tutoring program; (6) the project coordinator's job description; (7) a summary of the 1988/89 D.C. Schools Project; and (8) a student interest inventory. (FMW)

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Immigrant and Refugee Tutoring Programs:

A D.C. Schools Project Handbook

'Tutoring and Befriending'

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1992

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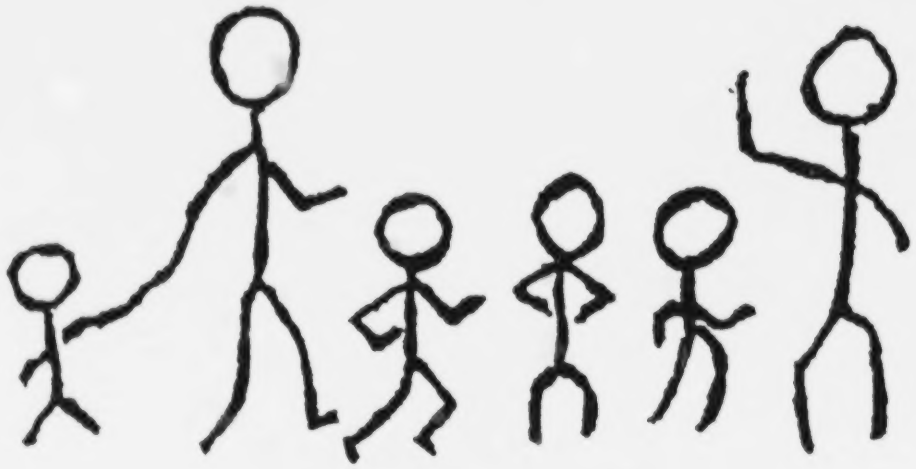

"Tutoring and Befriending"

Written and Edited by
Jennifer Welker and Karen Moscow

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Center for Immigration Policy and Refugee Assistance
Georgetown University

Made possible by a grant from
the Jessie Ball duPont Religious, Charitable and Educational Fund

Immigrant and Refugee Tutoring Programs: A D.C. Schools Project Handbook

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Illustrations by
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Production by
Rock Creek Publishing Group

September 1989

To all of our kids. May their lives be peaceful.

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Preface

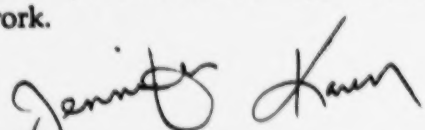
In November of 1987, the Jessie Ball duPont Religious, Charitable and Educational Fund awarded a generous grant to the D.C. Schools Project. The purpose of the grant was to allow the Project to work with other colleges and universities to initiate tutoring programs for the immigrant and refugee communities in their cities.

Nearly two years later, we are able to present this handbook, which represents all the learning and sharing which has occurred during this time. It has been designed to facilitate the work of those who intend to initiate programs of this nature. There are guidelines for planning, executing and maintaining a program that will provide educational and other assistance to immigrant and refugee students.

This handbook is designed for the people who will take on the day to day responsibility for the program. This might include undergraduate or graduate students, recent graduates or administrators. It is probably most useful for those who have a limited background working with service programs, particularly with programs that work with non-native English speaking children.

There are many people who had direct and indirect involvement in this handbook. Many of the ideas and suggestions contained within this handbook were shared with us by people at conferences, meetings and informal gatherings. Unfortunately, these people will probably never know how much we appreciate their assistance.

There are others who we can recognize and whom we would like to thank for their time and input. Most importantly we thank the people that we have been working with at the twelve sites of the pilot programs around the country. Without their input, questions and suggestions this handbook would have made no sense. We also want to thank everyone at the D.C. Schools Project, including Julia Durand and Patricia Keller, the work-study students and the summer interns, for their support and assistance, particularly in the final stretch. Finally, special thanks are due to our former supervisor, Jean Lewis, and our present supervisor, Father Ted Dziak, for their genuine faith in us and our work.



Jennifer and Karen

The Issues

The Issues

At least 5.6 million foreign-born people entered the United States either legally or illegally during the 1970s. In absolute numbers, this represents the largest migration in this nation's history. But perhaps more telling than the numbers are the areas of origin — primarily Mexico, Asia, Central and South America and the Caribbean. In 1985, 80% of total immigration was evenly split between Mexico and Asia (National Coalition of Advocates for Students, pp 3-4). Recent debates center around how the U.S. can possibly absorb and provide for these newest immigrants and how to develop a humane and long-range immigration policy for the U.S.

Immigrants and Refugees

Although all refugees are technically immigrants, there exists an important political difference between immigrants and refugees. The United States can only grant refugee status to someone who is forced to flee his/her country because of reasonable fear of ethnic, religious, political or other similar persecution. The Attorney General delegates the authority to the Department of Justice's Immigration and Naturalization Service (INS) to determine which countries a person must come from in order to be eligible for refugee status in the United States. For example, Laotians, Vietnamese, Thais and Cambodians from Southeast Asia can qualify, as may Russians, Ethiopians, Poles and Afghans. Most often, refugees are admitted from countries with governments which are considered communist or leftist.

It is important to point out that not all immigrants from these countries are granted refugee status — only a certain number of slots are allotted each year for refugees, yet many more immigrants from these countries actually come to the U.S. Once a refugee arrives in the U.S., the government provides transitional support services such as assistance in locating housing, education, and employment.

The remaining immigrants are either documented or undocumented. (A campaign entitled "NO HUMAN BEING IS ILLEGAL:" National Campaign for the Civil and Human Rights of Salvadorans, is underway which among other things is trying to eliminate the current usage of legal and illegal for referring to an immigrant's status.) These two immigrant groups are not eligible for transitional support services from the U.S. government when they relocate. Documented and undocumented immigrants rep-

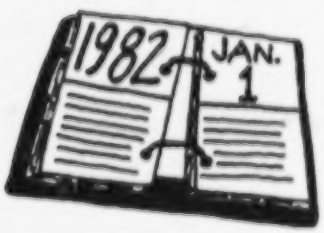
resent all parts of the world and every variety of educational and economic levels. However, the majority are from impoverished countries in Latin America and Asia.

Obviously, undocumented immigrants are up against the most barriers. They do not have the right to work legally in the U.S. and are not entitled to public assistance of any kind. Many live with the constant fear of being deported and are unsure of what rights they or their children may have regarding education, housing, health, or legal and police protection. Most of them cannot return to their own countries because of civil unrest, a lack of money or a responsibility to family members.

Immigration Law

In November 1986, the United States Congress passed the Immigration Reform and Control Act (IRCA), with the main purpose of limiting the employment of unauthorized workers. The three largest components of the law are sanctions against employers who knowingly hire undocumented immigrants, amnesty (commonly known as "legalization") for certain previously undocumented immigrants and increased funding for the Immigration and Naturalization Service (INS) to improve border control and deportation efforts. To date, it does not seem that the law actually slowed down illegal entry into the U.S., or encouraged undocumented immigrants to return to their countries, although it has made it much more difficult for many to find employment.

The employer sanctions range from stiff fines (per undocumented employee) to jail sentences for repeat offenders. By law, every employer must now verify every single employee's legal right to work in the U.S. — regardless of his/her race, sex, age or nationality. Documents which prove the right to work may include a birth certificate, passport, green card, or social security card. In effect, each employer in the United States now indirectly carries out immigration law enforcement.



The second component of IRCA, the amnesty program, allowed previously undocumented immigrants to be eligible for permanent resident status if they entered the United States before January 1st, 1982 and remained here continuously without proper documentation. There were also provisions for seasonal agricultural workers (SAWs, who migrate regularly to work a few months in the U.S.), by which they could receive documents to allow them to continue to work in the U.S. during certain times of the year.

Documenting residence was problematic for many whose lives had been "invisible" for so long. Most had been paid off the books and lived in tenements without leases. Successful applicants could obtain a temporary Alien Registration Receipt Card, known as a "green card." He/she then had eighteen months in which to study American civics and English before applying for a permanent green card. With a permanent green card, a person is authorized to be employed and remain permanently in the United States although he/she cannot vote. In addition, a person may apply to legalize immediate family members, including a spouse and unmarried children.

Five years after receiving permanent resident status through the legalization process, a person is eligible to apply for naturalization as a U.S. citizen. He/she may then petition for permanent residence for a broader range of relatives including parents, brothers, sisters and married children. He/she may travel unrestricted, may vote, and may take the Civil Service examination for certain federal jobs.

The full effects of the Immigration Reform and Control Act will not be known for a long time and will vary in different parts of the country and for different populations. For example, certain populations, such as the Salvadorans and the Irish, migrated to the U.S. primarily after the January 1982 deadline for amnesty applicants and therefore most remain in the U.S. as undocumented immigrants. Successful amnesty applicants must still complete the English and civics courses before they will receive permanent resident status; many unsuccessful applicants are appealing decisions and/or filing lawsuits. Lawmakers are arguing daily over proposed changes to the Reform Act and current U.S. immigration policy.

Immigrant children in U.S. Public Schools

The National Coalition of Advocates for Students published a report in April 1988 entitled "New Voices: Immigrant Students in U.S. Public Schools" which found that the nation is unprepared and overwhelmed by the 2.1 million immigrant students currently enrolled in its public schools. Although the report's extensive findings primarily concern education and the acquisition of English, a revealing chapter of the publication, entitled "Coming to a New Land," outlines some of the other problems confronting many of these children, such as legal status, housing, health care, employment, economic struggle, family separations and traumatic migration experiences.

In 1982, the Supreme Court (Plyler v. Doe) barred the state and public schools from denying immigrants their right to a public school education based on their legal status. Unfortunately, many documented and undocumented immigrant children have difficulty exercising this right. There are many reasons for this: school systems overtly or covertly discriminate and demand documents indicating immigration status, families are uninformed and do not enroll the children for fear of deportation (although the INS is barred from surveillance and policing activities in and around public schools) and financial needs force the children to work instead of going to school.

Economic pressures probably take the most direct toll on the academic performance of immigrant students. Most members of an immigrant family must work to support themselves and often a household in their native country. Children begin working at a young age and often work long hours in very low-paying jobs. This greatly affects their academic performance, mainly because of their inability to devote any of their time outside of school to academic endeavors. In addition, they are often too tired to concentrate in school because of the hours they put in at work. Because they usually work with people of the same ethnic background and are tracked in school with other non-native English speakers, many do not have access to English outside of the classroom.

The individual problems of the students are often magnified by the changes and pressures of their family lives. Family separations are very common. It is very possible for an immigrant student's parent(s) to live in a different city or in his/her native country. Or, the child's parent(s) will come to the United States first and the leave the child temporarily with relatives or friends. The separation time may range from several months to several years. The reunion is often disorienting and stressful. Many times the parents have found new partners and re-married and the children must adjust to a step-parent and new siblings. The reactions of the family units to these demanding emotional, physical and psychological changes caused by their immigration experience can be intense and in some cases may lead to physical abuse and chemical dependencies.

Most unfortunately, these children are afforded little if any time to be children. Perhaps adolescents have the hardest time because in addition to everything else, they are first coming to terms with themselves and undergoing the physical and emotional changes associated with their age. They move back and forth between school and work; they have limited social lives and very little time to deal with all the changes of life.

In summary, the current waves of immigrants to the United States present a challenge to all aspects of society. Perhaps the most remarkable challenge is in the public schools across the country. While school systems around the country are responding to the task of teaching English to these new Americans, they are also working with communities to try to respond to their tremendous needs which extend beyond the classrooms.

ESL and Bilingual Education

In 1969, the Supreme Court (Lau v. Nichols) ruled that school districts have an affirmative obligation to take appropriate action to overcome language barriers that impede equal participation by its students in instructional programs. Effectively, school systems became responsible for providing support programs to allow Limited English Proficient (LEP) students to move towards English proficiency and full access to public education.

However, before and after 1969, debates have flared about exactly how to accomplish this. Arguments about the best methods to use to prepare LEP students for instruction in English range from instruction solely in the child's native language to total immersion in English-speaking classrooms with no remedial support. While the discussions continue, many creative and successful programs to teach LEP students have been established. Some examples include bilingual instruction, classes taught in "sheltered" English (using simplified grammar and vocabulary) and native language literacy instruction for those who had limited schooling in their native country. Most of the models include an English as a Second Language (ESL) component.

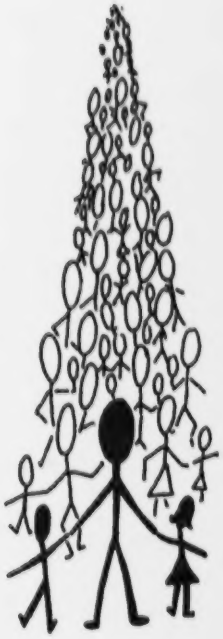
The goal of ESL is to make the student proficient enough in English so that he/she can function in a "regular" classroom. It is similar to foreign language classes for native English speakers except that the ESL student must learn English because he/she is living in an English speaking country. ESL curriculums usually include functional skills and survival English and introduce grammar through meaningful language. Most ESL programs for youth stress learning the language through subject areas, so that the students do not miss out on science, math, and social studies while they are learning English. There are, however, many different theories about how to teach ESL, the extent of its effectiveness and how long a student should remain in an ESL program.

ESL needs to be distinguished from English as a Foreign Language (EFL). EFL is different from ESL in that the EFL students generally do not live in English speaking countries and usually require

English for specific purposes such as business or travel. It is most often offered through universities in the U.S. and abroad and is more similar to foreign language courses offered to American students in school.

Because there are many theories and questions about bilingual education, and the existing data is limited and conflicting, there are many who oppose it. Even in school systems which support bilingual education, the delivery of services may be problematic. There is often a lack of qualified teachers, especially for less widely known languages. Some school systems may have as many 100 languages represented. Individual school systems design curriculums, implement evaluations, train and hire teachers and determine what programs best meets the needs of the LEP population of their schools.

University Students



University students across the country provide a valuable network of enthusiastic, dedicated, intelligent and innovative people. In an era that criticizes today's youth for being over-materialistic and socially irresponsible, it surprises many to know that volunteer community service programs are not only strong but growing. Students are willing to share their time and skills with people in their community and are taking a lot of initiative. If service opportunities are not available, they are creating them.

University students of all ages and backgrounds are getting involved in many different service capacities in their communities. They are working in community based organizations (CBOs), establishing their own programs, and serving as advocates, tutors, counselors, mentors, and organizers. Some prefer one time efforts, others make four-year commitments.

Two national organizations have been established as a result of this renewed energy to encourage and support university service movements. The Campus Outreach Opportunity League (COOL) "promotes and supports student involvement in community action throughout the country." Operating on a grass roots level, staff members travel around the country doing site visits, providing consulting services, and organizing conferences as forums for the exchange of ideas and resources. An extensive newsletter incorporates programming ideas, illuminates different issues and provides a general forum for discussion. The Campus Compact is a coalition of university presidents who "promote social and civic responsibility on the part of college students." The Compact

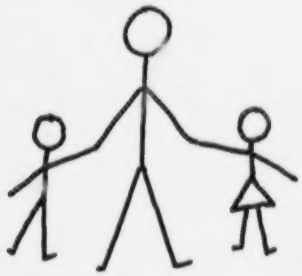
sponsors regional and national conferences, coordinates pilot programs and serves as a clearinghouse for vital information.

Youth Service America (YSA) is a national non-profit organization which serves as an umbrella to the many "streams" of youth service; full-time and conservation corps, school-based programs and university and college programs. The YSA staff serves as advocates, advisors and organizers. On October 13, 1988, COOL and YSA sponsored "A Day In The Life Of Youth Service" which served as a national recognition day for service programs which involve youth. It has been described as "a snapshot of everyday activities" and made youth service familiar to the general public.

Not only are more and more students participating in volunteer opportunities during their school years but many more are continuing their work and interest in public service after graduation. The Peace Corps, VISTA, Jesuit Volunteer Corps and hundreds of other organizations which provide full-time service opportunities both in the U.S. and abroad are getting more coverage in career counseling offices. ACCESS, a computer job service for jobs in the non-profit sector, helps hundreds of graduates a year find employment and is gaining popularity on more and more campuses.

All of the attention and activity surrounding youth service in the past few years has prompted lively discussion among the country's legislators. At the time of publication, several bills were being discussed in the Senate and the House to promote community and public service at the national level. Some of the livelier debates center around mandatory service, tying service into financial aid, and how to academically enrich service work.

The D.C. Schools Project



The D.C. Schools Project at Georgetown University was designed in 1984 to assist the transition for immigrant and refugee students to life in Washington, D.C. by helping them to learn English and build survival skills. According to the statistics of the Washington, D.C. Division of Bilingual Education, the language minority population in D.C. increased 50% between 1980 and 1985. The largest numbers were students from Central America, primarily El Salvador.

Often fleeing war, poverty and devastation in their homelands, most of these students arrived in the United States with little or no formal education. The D.C. Public Schools, already dealing with many of the problems affecting inner-city schools in this country, moved quickly to prepare for the needs of this huge influx of non-

English speaking children. However, it was found that the children's needs far outweighed the resources of the system.

The D.C. Schools Project was formed in conjunction with the Division of Bilingual Education of the D.C. Public School System to supplement the Division's activities and to reduce the immediate and long-term needs of the students. Through one-on-one interaction with university students who serve as both tutors and role models, the students have the opportunity to improve both their English and socialization skills. In addition, the Project fosters a community spirit by sponsoring group recreational activities and by making a commitment to serve the student for as long as he/she needs academic or social assistance.

Once formed, the Project began working in close cooperation with the Volunteer Services and Training branch of the D.C. Public Schools. Both the Division of Bilingual Education and the Volunteer Services and Training Branch of the school system facilitate the necessary contact and interaction with the schools and provide technical assistance with materials, trainings and evaluations.

Another focus of the Project is to provide an enriching educational opportunity for students and alumni at Georgetown. The Project is designed to offer training and support to the volunteers and to respond to their needs. Each volunteer has a one-on-one orientation with a staff member when they join the Project to discuss the commitment, options and programmatic details. The volunteers then select one of the three primary programs, working either in the homes, in the schools or on campus. Next, they attend a mandatory two-part training session on cultural sensitivity and on how to tutor ESL. Through on-going contact with either the staff or their students' teachers, the volunteers develop their own agenda for the tutoring sessions.

Since its inception, the Project has continued to grow. The Project now uses about 200 volunteers a year and serves approximately 250 students a year. It is coordinated by a full-time person who has a staff of seven to nine work-study students running the various programs. As a university-based program, the Project has built a community and identity on campus among people involved in the different aspects of the Project.

The Project continues to respond to changing needs within the D.C. immigrant community. Recently, a new program was established for developmentally delayed immigrant children. Bilingual volunteers work twice a week in the homes and twice a month in the schools, bridging the language and cultural gaps

between the schools and the families. The volunteers receive special training from professionals at the student's school. The D.C. Schools Project plans to continue to adapt and meet changing needs within the immigrant community of D.C.

Working With ...

Working with ...

Any good program has to be well thought out. The most salient point about this section is the importance of designing a cooperative program which includes the university, school system and community. To build your program you have to determine the needs of the community, what is already being done and what role you and those cooperating with you can have.

Some rules of thumb will apply to just about everyone you work with:

- Always assume there is more to be gained by working with others, even if it requires making some concessions on your part.
- Go to the top! Do it yourself or have someone with more authority represent you – some people might only be accessible this way.
- Don't be afraid to make demands- the worst thing someone can say is no.
- Document everything. Write thank yous, commendations, and memos to have on file.
- You have as much to learn as to offer; be open to new ideas and suggestions.

Working with the School System

Schools are still the most central and influential part of children's lives. For this reason, the school system is key for assisting in the design and implementation of your tutoring program. There are many people with whom you will want to work and meet.

The Department Which Oversees the Limited English Proficient (LEP) Students

This might be the Bilingual Education Department, the English as a Second Language Department or even the Foreign Language Department. You should meet with the head of the office to get his/her input and advice from the beginning. This probably won't be the person who you will work with on a daily basis, but he/she will put you in touch with the right person to contact. This person may be an outreach coordinator, ESL curriculum designer, or foreign student coordinator; it will vary from city to city.

When you first meet with this office, find out what types of programs already exist for LEP students, what nationalities and languages are represented in the schools and which areas and schools have the highest numbers of LEP students. You can do a little research beforehand by calling the office or having them send you any reports or printed material they might have. Watch the newspapers as well. This research will allow you to identify the gaps which can be filled by your program or how your program can support existing programs. The more you know beforehand the better.

This office can help you with:

- **Identification:** determining which students will be best served by your program and therefore which school(s) to work in.
- **Introductions:** contacting principals or other school personnel, sending letters of introduction or attending meetings with you.
- **Workshops:** identifying relevant topics, structures and people to provide educational support for the volunteers.
- **Materials:** assisting in the selection of appropriate books and games which the volunteers can use. They can also donate excess or older materials.

- Evaluations: designing methods for evaluating the needs and progress of the student participants.

The Office Which Oversees Volunteer Activities

Some school systems have a central office through which volunteer programs operate. As with the LEP office, do your research and try to meet with the head of the department. This office might also be able to assist you in planning your program, identifying schools, obtaining insurance for volunteers, and introducing you to the principals. However, they may only offer to have you listed as one of their official programs. Becoming an official program may involve a lot of bureaucracy and paperwork, but it will be worth it- especially in terms of support and recognition for your volunteers and your program.

In certain cases, these offices only work with programs which operate during school hours and on school grounds. Don't worry if your program doesn't fit that mold. Just be sure to keep them updated on who you are working with so there are no misunderstandings.

This office can also be a good resource for trainings and materials. The office generally has one contact person per school, which may be the principal, a parent, a counselor, or a teacher, who can help you out. Have the volunteer office put you in touch with that person. Much of your work with the students of that school will be channelled through this "volunteer coordinator."

Note: If no one from the LEP office or the volunteer office is willing to take a chance with the program, all is not lost. You may be able to organize your program through a community agency. Most are underfunded and overworked but may welcome the service you can provide to their community.

The School Principals

Your initial introduction to the school principal will probably come from the LEP office or the central volunteer office. The principal may or may not become very involved in your program. He/she may actually identify students or may only want to be kept up-to-date on the status of the program. At any rate, the principal has the say about what goes on in the building, so listen closely to what he/she says. The principal can act as an advocate for your program by attending meetings with you or writing a letter to the school system requesting your services.

You, or your university, might have an established relationship with a particular principal in your area; if so, capitalize on it and arrange a meeting to discuss your ideas for this program. If your university already works with his/her students and has a good reputation, it may be easier to implement a new program. However, even if you have a good relationship with the principal, it is still very important to work with the LEP and volunteer offices.

Principals can:

- arrange staff meetings;
- get rooms, materials;
- access children;
- arrange talent shows, awards ceremonies;
- serve on advisory boards.

The Teachers

The teachers who will play the largest role in your program will be those who teach ESL and bilingual classes. However, there are many other teachers who have non-native English speakers in their classes. These students may not be doing very well in a non-ESL or non-bilingual class because of language difficulties. Therefore, you will want your program to be known to all the teachers in the school.

It might take a while to win over some of the teachers. Don't expect everyone to react positively to your ideas. Teachers have often seen many failed program attempts in their school and may be wary of your plans. Emphasize that your program will support their work by offering the students one-on-one attention which aims to improve their academic work, their study skills and their social skills.

If possible, you should attend ESL or bilingual department meetings in the school(s) you're working with. Introduce your plans and ask for assistance in identifying students and training volunteers. Follow-up by attending regular meetings to keep the teachers up-to-date.

At the beginning of each semester, it is a good idea to distribute information about the program to those teachers and administrators with whom you are working. You can simply drop them in the teachers' mailboxes. Make the teachers feel a part of the program by inviting them to program parties or other events. You should also recognize their work and support at the end of each of each semester with a token of your appreciation; consider giving baked

goods or small plants. Invite the teachers to visit the program. If you develop an advisory board, include at least one teacher.

Be careful not to rely too heavily on one particular teacher. If he/she leaves the school, you will find yourself without much support in the school. There probably will be no one in the school who knows how to do what that teacher was doing for you.

Most importantly, be a presence in the schools! If your volunteers work during school hours, the school will be very aware of your activities. If however, the program takes place outside of school hours, you and your staff will have to go to the schools often to exchange information and to clarify program issues.

Teachers can:

- select and track children;
- encourage attendance;
- present workshops and trainings;
- provide information/ideas about particular children;
- serve on an advisory board;
- help design, develop and implement the program.

The School Counselors

Many schools have counselors who work only with the non-English speaking students in the school. The principal or teachers can introduce you to the counselors. The counselors can recruit students, especially those who would benefit from one-on-one attention because of family and social difficulties. In addition, they can identify special needs a student has or do a special work-shop for your volunteers about teenage depression or stress disorders. As with the teachers, keep in constant contact with the counselors.

The Superintendent's Office and the School Board

These powerful people can bring your program recognition and funds to ensure its future. It may be possible to get a grant from the school system to run your program or to write a joint proposal in which the school system and your university co-run the program.

By working through the LEP and/or volunteer office, you are ensuring that news of your program reaches the board and superintendent. Ask for copies of any correspondence that concerns your program. It will take time to build the confidence and trust of these folks. The more good things they hear through the grapevine, the better.

Don't be afraid to set-up a meeting with a member of the board or with the superintendent him/herself. Again, try to have a university or school system official with you at the meeting. You want them not only to recognize your work but to assist your program. There will be certain board members who encourage your work more than others. Keep your ears and eyes open to the "political" side of things; read the papers and find out who supports bilingual programs and who wants the local universities more involved in the schools.

There may be other departments, people, or interested parties in your area. Take advantage of them and develop your own ideas about resources within your school system.

Working with the University

Universities are an incredible source of knowledge and resources which should be taken advantage of for community service activities. Each university has its own flavor and it is necessary to determine which parts of the university could be useful for your program. Don't forget about special institutes and centers which may be run by or affiliated with your university. Its probably best to go through your campus phone book since some of these centers may not be known to you.

Besides taking advantage of resources, communicating with various parts of the university builds support which will strengthen your program and perhaps help fundraising efforts. Encourage other parts of the university to take joint responsibility for the program. You may want to establish an advisory board with members from different parts of the university. At the university, there are many groups and people you will want to involve.

Students

This seems obvious, but it has to be said. Students will be your staff, your volunteers, your voice and your strength. Students need to be involved in the program planning from the beginning. They can determine what their peers are interested in doing with their time, how to reach out to them, and when they are most available to volunteer.

If you don't already have a core group of students from which to draw volunteers, or if they are all overextended already, you should contact organized groups of students, such as student governments, academic councils, clubs, or fraternities and sororities. Get a list of all the student organizations on your campus and start calling.

Students can:

- be volunteers in the program;
- recruit friends;
- organize other volunteers;
- write articles about the program;
- design a program logo;
- teach a class on dance, music, or art.

One of the most important roles that a student can play in your program is that of a student coordinator. The student coordinator(s)

should ideally be reimbursed for his/her work either through an internship or a salary.

Community Service Programs

Programs that already exist on your campus may be run by offices with full-time staff or by a group of students who meet irregularly. Talk to these people about your ideas. Get their support and their input. Anyone on campus who is already involved with service work will be able to give you a lot of good advice-you just have to contact them.

At first, there might be some question about competing for volunteers and a feeling that a new program will just take volunteers away from existing programs. However, it is generally shown that if more service opportunities exist on a campus, more students get involved. Therefore, every program benefits from cooperation.

You may want to work with other service organizations on joint projects such as: recruitment, films or lectures, training sessions, fundraising events, social events for people served by the programs, policy presentations to the administration, or the formation of an advisory board. Just about anything that needs to get done will be easier and more successful with more supporters and participants.

Another concern that other community service programs on your campus may voice about your program is how it differs from tutoring programs that already exist on campus. Stress that your program: 1) serves only public school students who are not proficient in English, 2) establishes one-on-one relationships between volunteers and children, 3) is a combination of tutoring and befriending, and 4) in most cases does not take place in the schools during regular school hours.

Each campus will have to decide if this program overlaps with existing programs and if so, how to incorporate it into an existing program. For example, a campus can add social activities to a tutoring program for Chinese children or recruit a certain number of limited English proficient children to participate in an in-home tutoring program. Remember that enhancing or changing one part of an existing program affects the entire program, including staffing, recruitment, training, and networking.

Professors and Department Heads

Contact the heads of several departments at your university and

arrange to make a presentation at a faculty meeting. At small schools you may be able to meet with the entire faculty at once. At the meeting, ask for their assistance in recruiting volunteers and providing support to them. Professors may even offer extra credit for participation or accept papers and projects based on the volunteer experience.

Alternately, contact professors individually by sending an information letter. Make the letter brief yet enticing. Point out the relevance of the experience for the volunteers (try using a quote from a student to introduce the letter) and share your enthusiasm for the future of the program. Always follow-up with a phone call. Ask if you can make a presentation in his/her class to recruit students.

Some courses, because of their subject matter, will be very relevant to your program. Some examples are: immigration law, social justice, Spanish, linguistics, Vietnamese, child psychology, education, psychology, sociology, and urban studies. During a class presentation or discussion with the professor, be sure to point out how your work relates to the class.

If it is not possible to make a presentation in the class yourself, have the professor read aloud a short program description with information about what people should do if they are interested in volunteering. If professors are resistant about letting you do class presentations, try to get permission from someone higher up in the administration or wait a semester. Once professors hear more about the program and talk to students who have been involved, they will be more interested in helping out.

Professors can:

- recruit students;
- present training sessions;
- tutor;
- serve on an advisory board;
- prepare materials;
- write recommendations;
- commend students for their participation;
- offer extra-credit.

Deans

Your access to the deans will depend on the position of your "office" within the university hierarchy. Student Affairs and

Academic Affairs are the most likely places to start setting up meetings. In order to get a meeting set with the deans, you may need to use some of the same tactics you use for approaching the school system: use connections, send a letter and follow up with a phone call or set up an appointment directly.

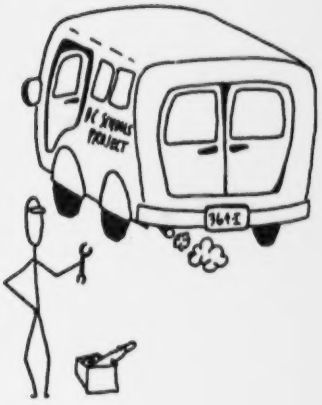
Deans can:

- arrange for class credit;
- promote service;
- recognize students at official ceremonies;
- serve on an advisory board.

The Fundraising Office

This is often called the development office and is responsible for raising money for the university and its various activities and programs. See the section on Fundraising for more information about this office.

The University Garage



This is relevant only if you use university vehicles for your program. If you do, pay ample recognition to the garage and the employees that work there. Stop by to talk, send a thank you note, send a letter of commendation to their superiors or bake brownies or other treats for them.

Try not to demand too much from the garage. Be patient because the garage is usually quite busy. If one van doesn't start and another has a broken mirror, chances are you're better off having them fix the one that doesn't start and waiting on the mirror.

The Fieldhouse/Gym

Approach the gym for free or reduced passes for the participants in your program. It might take some running around, but going to the gym is a great activity for tutors and students to do together. Also, if your school has sports teams, try to get free or reduced-rate tickets to games.

The Public Relations Office

This office can send out press releases and encourage media support. The office usually operates closely with the development office. See the section on Publicity for more information about this office.

Housing and Resident Assistants

Since word of mouth is the most effective way to recruit volunteers, access to student housing is vital. For commuter campuses, this will obviously not be an effective method of recruiting students. In addition to door-to-door recruiting in the dorms which you and your staff can do, the resident hall staff can encourage students to volunteer.

Other possibilities for involving the dorms include having a floor, a dorm or a fraternity sponsor a project event from time to time, such as a trip to the zoo or a brunch for the tutors and/or kids. They can also sponsor fundraising events such as dance-a-thons or car washes. Use the resources and staff of the on-campus housing system to your advantage- each campus will be different.

Alumni

There are many ways to use your alumni in developing your program. One of the best is to recruit them to participate as volunteers in your program. A direct mailing to recent alumni who live in the area works well to recruit alumni.

You can also get some coverage in the alumni publication. It can be purely descriptive or focus on an alumni who is active in the program. The coverage is bound to generate interest in the program.

Obviously, alumni can also be a source of funds. Securing funds from alumni is something that has to be organized through the alumni house and the development office, but is worth considering. You can focus on alumni for specific needs. For example, if you're looking for a van, contact alumni who are car dealers.

Final Note

There are a few publications available from the Campus Outreach Opportunity League (COOL) (see Resources) which detail and expand upon much of the information included in this section. One, *On Your Mark, Go! Get Set* provides a brief introduction to setting up a service program on campus. Another, *Building a Movement: A Resource Book for Students in Community Service,* covers in-depth topics such as Training and Supervision and Fundraising. Both contain a lot of great information and ideas which supplement the information above.

Working with The Community

In order to maximize the degree to which the project serves as a link to other services available for participating students and families, other agencies must know about your program. You must network with community agencies that serve and support immigrants, youth and volunteers.

Community-Based Organizations (CBO's)

Meet with people that run organizations such as counseling centers, employment agencies, housing agencies, youth centers, and churches in the area(s) where the students in your program live. Also meet with any support groups organized by and for the immigrant community itself.

Many cities have publications listing human service agencies for the entire city or for a certain neighborhood or community. You can try to track one down through the library, the government or a community foundation.

You can work with CBO's on the following:

- **Referrals.** Your volunteers will quickly recognize other needs that their student or student's family may have. For example, they may need assistance with legal issues, housing, health, bills or tax preparation. The volunteer should be prepared to refer the family to an appropriate agency. Provide each volunteer and each family with a list of community agencies or make sure that the information is available from your office.

  CBO's should also be able to call you to request services for their clients who meet your program requirements. Be sure to follow-up with whomever refers a child to your program to let him/her know what has been done to help that child.

- **Speakers.** Lots of very knowledgeable and experienced people work in your community. You can sponsor a panel discussion, a lecture, a slide show or a movie and discussion and invite community workers. People you meet might also be interested in helping out at training workshops for your volunteers. Tap all existing resources!

- **Joint ventures.** These might include youth employment programs, summer camp, or round-table discussions. Once you start asking around, you will probably find a small number of leaders who know what the needs of the community are and are actively trying to meet them.

- **An Advisory Board.** Many of the talented and knowledgeable people who work in the community would be tremendous resources in an official capacity.

Local Politicians

This includes your city and your state representatives. Find out what sort of an agenda they have for the population you're working with and see if you can help meet their needs. Keep them up-to-date on your project and involve them in any events you sponsor. There is a lot of potential for financial and in-kind support from them. Find out if there is a government office designed to represent the immigrant community. If so, see where you fit in with their other activities.

Other Universities

Local colleges and universities in your area are a great source of knowledge and expertise. Whether they have extensive service programs or are just starting programs, you may be able to co-sponsor events or recruit volunteers together. Some cities have networks of university service organizations. If your city has one, take advantage of it. Otherwise, try to set one up!

Volunteer Offices

Find out if there is a central volunteer clearinghouse in your city —it might be government run or an independent operation. Make sure you're on their mailing lists and find out whether they have trainings, workshops or publications which might be useful to you. Get your program listed in local service directories. Attend meetings where service agencies network and visit existing agencies.

Finally, be creative. Think about who would be interested in a program like yours and how you can help each other. For example, stores which employ large numbers of immigrants, neighborhood commissions or trade organizations might be interested. Work to establish links between the community, the students and their families. Aim to complement rather than overlap existing services.

Recruitment

Recruitment

This section contains information on recruiting volunteer and student participants and ideas on how to orient new participants. Think through your recruitment plans ahead of time; outline your recruitment campaign at the beginning of each semester. Set recruitment goals for the program such as how many students and volunteers you need and by what date. Recruit accordingly!

Volunteer Recruitment

What Does it Mean to Be a Volunteer?

Why do some people volunteer their time while others do not? Many questions will come up when you are running a volunteer program, such as how and where to get dedicated volunteers, how to keep your volunteers interested in your program, and how to train your volunteers. But before you address the more logistical aspects of working with volunteers, think a little about the spirit of volunteerism.

A volunteer gives his/her time to a cause, person, place or organization without receiving direct monetary reward. Some community service programs now offer loan deferments and other forms of debt relief to student volunteers.Thus, many university students who have to work while they go to school can "afford" to volunteer.

People volunteer for many different reasons. They may want to gain experience in a certain field, such as health care, counseling, or teaching. People join volunteer programs to meet other people with similar interests. Some people volunteer because they are bored. People volunteer in order to get involved with their communities. And lots of people volunteer simply because they want to do something meaningful.

There are volunteers who give their time for a one-shot event, for a few weeks or months, and, of course, for long term projects such as the Peace Corps. Volunteers work for political issues and campaigns and they do manual work such as repairing houses or cleaning up neighborhoods. Volunteers work with the elderly, the handicapped, the homeless, and the hungry. They work with people in crisis, people in trouble, or people who just need a little extra friendship. They work in homes, in prisons, in day care centers, in schools, in hospitals, in shelters, and in the streets. They work in the U.S. and in every country in the world. It is hard to imagine the world running without volunteers.

Volunteers are the most vital part of your program. Without them, you can't have a program! You'll need to give them lots of attention and thought. Think about why you are involved with volunteer work. What made you volunteer in the first place? How was your first volunteer experience? Why did you continue with the work? For many people, volunteering is an integral part of their life; chances are that if a person's initial volunteer experience

is positive and exciting, he/she will become hooked on volunteering.

How Do You recruit Volunteers?

Extensive recruitment is the key to attracting a good volunteer pool. You need to package your program and sell it to your university students. A good recruitment campaign must be thorough, organized, and approached with enthusiasm! You want to get out the word about what you're doing and make everyone aware of the program even if they don't volunteer.

Three important aspects to a successful recruitment campaign are:

Be organized. Develop methods of keeping track of volunteer interest. Make a response card or a sign-up sheet to take with you to recruiting events. Make sure to get phone numbers from interested people. Don't let them get away. Have orientations, meetings and trainings scheduled before you start recruiting so you can give people specific information about their next step.

Develop a recruitment presentation. Think about the most relevant information a prospective volunteer needs to know about your program. Outline your ideas so that whether you are in a classroom, at a meeting, or on the street, you'll be prepared to recruit a volunteer.

Brainstorm recruitment ideas. Think of as many ways to recruit as possible. Trusty recruiting ideas to consider include:

- **Word of mouth.** Believe it or not, word-of-mouth is the most successful method of recruiting volunteers. Have all the volunteers spread the word among their friends that you need tutors.

- **Flyers.** Design several eye-catching flyers. Think about copying a photo of some of the participants onto the flyer, or drawing a picture. Use catchy phrases. Put them everywhere possible, on campus and in the community. Use the flyer to advertise meetings and always include your phone number.

- **Classroom presentations.** Select the classes which are most relevant to your program, such as language classes, area studies classes, anthropology, sociology or education. Make a brief pitch for your program. Bring along project information to pass around.

- **Student organization presentations.** Find out which student groups might be interested in your program and arrange to make a presentation to them.

- **Dorm presentations.** Make a presentation at hall or dorm meetings. Contact the Resident Advisors in the dorms to set them up.

- **Tables.** Put tables in key locations, such as in front of the cafeteria, in the student union, or outside on the campus thoroughfare. Have posters that advertise the project and a sign-up sheet. Get enthusiastic people to sit at the tables and answer questions.

- **Ads/Articles.** Put them in student newspapers and newsletters.

- **Table tents.** Put them around the cafeteria and other areas where people congregate.

- **Sponsor an event.** Sponsor a film, lecture, play or other educational event. You can reach many people who share a common interest and offer them an opportunity to follow-through with their interest. Announce your need for volunteers and have a table with information, photos, and sign-up sheets.

Finally, remember to be committed. Nothing beats enthusiasm when it comes to recruiting volunteers. You must be excited about the program and convey your excitement to others. If the program is just starting, let volunteers know that they are part of an exciting, new, worthwhile project. If the project has been running for a while, get some pictures of the project in action and have interesting stories that can spice up your campaign. Talk to people, answer questions, and encourage their participation.

What Do You Do With Prospective Volunteers?

All prospective volunteers should be asked to attend either a group recruitment meeting or an individual volunteer orientation, which should define the expectations and requirements of the project. People can then determine whether or not they have the time and interest to participate.

Recruitment Meetings

If you anticipate a large pool of volunteers, plan a recruitment or organizational meeting. Meetings should be relatively short and very informational. Before the meeting, you must:

- Schedule the time and post it on all your recruitment materials.
- Reserve a room through the university (if you can't use your office).
- Copy enough materials to distribute to prospective volunteers.
- Plan what you're going to say!

A recruitment meeting should include the following:

- **A start-up activity:** Plan an icebreaker, slide show or some activity which doesn't involve the presenter speaking directly to the audience and preferably includes their participation.
- **Program specifics:** Let people know the precise logistical details of when, where, how long, and how often the program runs.
- **Project information:** Familiarize new volunteers with information on the history, goals, scope, and methods of the program.
- **Cultural information:** Briefly outline the history, status, and needs of the immigrant population with whom you work.
- **Expectations:** Let the volunteers know what kind of commitment they need to make to the program.
- **Registration:** Have everyone who is definitely interested fill out a volunteer registration form.

Volunteer Orientations

For volunteers who cannot make the recruitment meeting or for volunteers who join the program mid-semester, you should set up individual or small group orientations. In an orientation, a staff member meets with one or two prospective volunteers for about a half an hour. An orientation gives you a chance to find out if the volunteer(s) will be good for the program. The content of the meeting should be the same as in a recruitment meeting, but because an orientation is more personal, you can also accomplish the following:

- **Find out why the volunteer is interested in participating.** This allows you to determine whether the program can meet the needs and interests of the prospective volunteer.

- **Perform all preliminaries to getting the volunteer started.** Have the volunteer fill out a registration form. Give them materials such as a volunteer contract, a tutoring handbook or readings about the culture of the child they are going to be working with.

- **Screen the volunteer.** Although the D.C. Schools Project has rarely turned volunteers away, (other than when the programs fill up) it has happened. You may decide to set certain criteria regarding who can and cannot volunteer with your program. For example, you may set very firm time commitments and if someone can't meet these, he/she can't participate. Or, you may think from the orientation that an individual is not responsible enough to work one on one with a young person based on their maturity and experience.

Remember: After the volunteers attend a recruitment meeting or an orientation, they'll be expecting a call from your office. Don't lose track of your registered volunteers. Hopefully, the volunteers will be able to begin soon after the meeting. If this isn't possible, and a week or two passes, call the volunteers and let them know what their status is. The longer the volunteers go without contact with your office, the more likely it is that they'll lose interest in the program.

Student Recruitment

Recruitment of public school student participants is quite different from volunteer recruitment. First of all, although you may have a huge population of students who should be in your program, they may not initially want to participate, especially if they think of it as an extension of school. You will need to get them interested in the program and make them want to participate. In other words, you will need to recruit them! Secondly, most students could benefit from tutoring, but for obvious reasons, you can't assist them all. Therefore, choices must be made as to who you are going to assist.

You must determine with the school system which Limited English Proficient (LEP) students to target. You may decide only to target students who are in ESL classrooms, immigrant and refugee

students who are "mainstreamed", or to target one specific language speaking population, such as Vietnamese students. At any rate your student participants will all be Limited English Proficient (LEP) students.

Who Will Your Students Be?

English as a Second Language (ESL) students. These are students who spend some or all of their time in ESL classes. In elementary school, students may spend their entire day in an ESL classroom with an ESL teacher. Or, students may be "pulled out" of their regular classrooms for one or two hours to attend ESL classes. On a junior or senior high level, the students may attend one ESL class or all ESL classes depending on their level. Courses such as math, science and social studies may be specifically designed for ESL students.

Mainstreamed students. These students speak English as a Second Language but attend regular classes at their schools. They may have been in ESL classes in the past, but have reached a level of English proficiency that permits them to be "mainstreamed" into the classroom with native English speakers. Often, however, they are at a great educational disadvantage because they are not entirely proficient and are working, and often struggling, to solidify their English skills while doing regular classroom work.

How Do You Recruit Your Students?

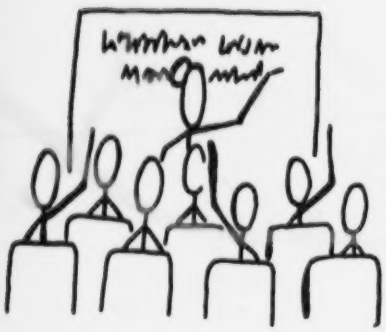
The principal, the vice-principal, the volunteer coordinator or the bilingual counselor will determine which classes you should approach based upon the criteria for participation which you established with the school system. The teachers of these classes can then best judge which students would most benefit from the program. Two suggestions for interfacing with teachers are:

> **Send an introductory letter.** Provide them with logistical information as well as information about the goals and methods of your program. After your program is established, a similar letter can be sent to the teachers at the start of each semester to refresh their memories and to inform new teachers about the program.
>
> **Attend a staff meeting and make a presentation.** If you are working with students in ESL classes, attend an ESL teacher's meeting.

Ask each teacher to identify those students that he/she thinks would benefit most from tutoring. Ask them when you could

make a presentation to their students to introduce them to the program and to distribute permission slips.

Student Presentations



A member of the project staff should make a short presentation to the group of students who the teacher has identified as potential participants. You may have to entice the students. Emphasize the social as well as the academic benefits of the program. Reinforce how exciting it can be to have a university student as an older friend and role model. Let them know how much easier it will be to learn English with someone around to provide special assistance.

Remind the students that the program is a unique and special opportunity which can be a lot of fun to be a part of. The more interested your students are from the start, the better their attendance will be.

If someone from your program cannot give the presentation, have a teacher give it. A well-liked and respected teacher will have lots of success at recruiting students. Be sure to give the teachers all the information they need to answer the students' questions.

Permission Slips

After you have recruited your students, you need to get their parent's permission for them to participate (See Appendix A). You should have permission slips signed by a parent or guardian for each student participant. These permission slips serve to screen student and parent interest, to obtain parental approval for participation, and to collect initial information about the student. Your permission slip should:

- Be bilingual. One side should be in English, the other in the student's native language (if it's a written language).
- Describe the purpose of the program.
- Tell who the sponsors are (the school system and the university).
- Give logistical information such as where and when the program takes place and when their child has to be where.
- Give the office number and an invitation to call at any time.

- Have a place for the child's name, address, telephone number, school and teacher's name and the parent's signature.

Distribute the permission slips in the schools yourself or through the teachers. Give the children at least a week to have them signed. Have the teacher remind them each day when they are due. Be strict about collecting them and about not allowing kids to participate without them.

Collect all the permission slips before the program begins. They will be your only proof that the children are participating voluntarily and that their parents give their consent. Remember that the permission slip might be a cultural oddity. This may explain why you don't initially get many back or they aren't filled out properly.

The permission slips are not enough to guarantee that the parents are aware of the program. In many cases, the parents cannot read and may just sign their name. In other cases, returned permission slips have been quite obviously signed by the child him/herself. For this reason, you will need to initiate a lot of parental contact.

Parental Contact

It is almost essential that you have some contact with the children's parents from the beginning of your program. In order to do so, you need to have people working with your program who speak the native language of most of your kids. This might be more difficult for some programs with a very varied student base or with children who speak not widely known languages. You shouldn't give up. Try to find someone who speaks that language who you can call from time to time for assistance.

At the very least, you need to make an introductory phone call to the parents. When you call, remember that they might not be very sure of what the program is all about. Explain how you got their number and the basics of the program (including the fact that it is free). Emphasize the importance of attendance and request that they not make other demands on their children's time during program hours. Answer any questions they may have. Make sure they have agreed to let their kids participate.

An in-home program requires home-visits. (See Programming Logistics) Try to incorporate home visits into your other programs as well. The more one-on-one contact the parents have with the program the more they will understand it, support it and trust it. A one time visit to each home before the Saturday program will

reinforce the reality of the program for the family. You can also try to arrange for each tutor in an in-school program to visit the home of his/her student at least once.

When you recruit students, make them and their families feel welcome. Get to know them as best as you can. Make them feel that they are part of the program. There will be all sorts of students participating; some will become active participants and some will not. Many of them you will know by face, by name or by their personalities. You may or may not get to know their parents. Always remember that you are adding a new dimension to the lives of these families. You want to be as much of a positive and guiding factor for them as you can be. So, recruit, recruit, recruit, but don't forget to do so on an individual, friendly, and fun level.

Other Methods of Student Recruitment

- **Referrals.** Referrals usually come from community-based service agencies and sometimes from schools which don't have an established relationship with the program. Usually, social workers make referrals for children who are often in crucial need of both academic and social attention. The D.C. Schools Project makes it a priority to find tutors for these children.

- **Siblings.** If a child sees his/her brother or sister with a tutor, he/she may want a tutor too. They may tag along on outings or field trips. If you are doing an in-home program, the tutor will often start working with siblings simply because they are around. The tutor may then request that another tutor be sent to the home to help out. If you run a Saturday program, and a sibling shows up consistently, you'll have to decide whether or not you can accommodate another student.

- **Parental requests.** When they hear about the program, parents may call the office and request a tutor for their child.

When a student is referred to your program other than from the schools, it is best to find out where they go to school and to contact the teacher for further information about the student's needs. Ask for advice and guidelines about working with him/her. Even if the child doesn't attend a school with which you have regular contact, it is still important to initiate communication with the teacher.

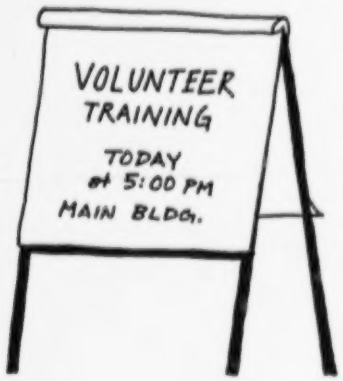
As the program becomes more established and well known, recruitment will get easier. Some of the kids will continue to return each semester. Others will have shared their experiences with friends and relatives who will want to participate in the program. Student participation might even snowball depending on the level of enthusiasm that the students have for the program.

Volunteer Training

Volunteer Training

Training your volunteers is one of the most important parts of a volunteer program. Most of your volunteers will come into your program fresh, with little or no experience working with limited English proficient students. This section offers ideas for training volunteers. Volunteers will need to become familiar with tutoring techniques, effective ways to assist a student in learning English and the cultural background of the students they will be working with. A good training will increase a volunteer's confidence in his/her ability to be an effective tutor. At the same time, a training provides the volunteer with good ideas which he/she can take into each tutoring session. Finally, a training is also a great way for volunteers to meet each other and the staff.

Preliminaries



- **Plan the date and time.** Don't schedule the training too early in the semester. Wait until you get a pool of volunteers to work with. Make sure the volunteers know that the training is part of the commitment that they make to the program. Schedule the training for a time that is convenient for most university students; Saturday morning is usually a good time. A three to four hour morning session is adequate time. Be sure to include breaks to keep energy levels up.

- **Work out the logistical details.** Reserve a room that will be big enough to hold all the people you expect. Make sure the room will be unlocked at the time of your training or arrange to get a key. Make sure you have enough chairs. Rooms in which you can arrange the chairs in a circle are most conducive to interactive trainings. If you plan to use a chalkboard, make sure there is one in the room or that a portable one is available.

- **Contact people to lead the training.** Think about who you can invite from the school system, the community, or the university to lead a part of your training. You may be the organizer, but you do not have to be the presenter. Call in the "experts"! These "experts", however, are busy; ask them well in advance.

- **Plan your agenda.** Think through what skills and information you want the volunteers to obtain at the training. Divide the training into three parts: Introductions, Cultural Sensitivity and Awareness, and ESL Training. Design an outline for each part, including who will speak, the content of the training, and materials you will use.

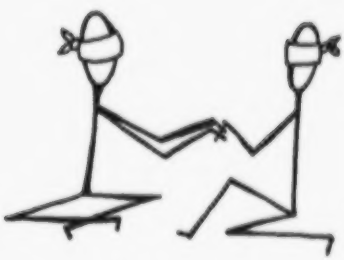
Introductions

The Introductions part of trainings is designed to make the volunteers feel comfortable with each other. It can give the training a more relaxed, fun feeling so that the volunteers don't feel as if they are in an academic setting. It's good to start the training with a few minutes of food and conversation.

Use an ice-breaker exercise so that the volunteers can get to know each other. Depending on the number in your group, consider doing the following exercises:

- **A Round Robin.** Sit in a circle. Have each person state their name and something unique about themselves, or their favorite childhood toy, or their least favorite food, or anything else that might be interesting. Or, have each person ask questions to the person on their right or left.

- **A "Stand Up If" ... Exercise.** Prepare statements to ask the group. Ask volunteers to stand up if the statement pertains to them. Some sample statements are: "Stand up if you speak Spanish", "Stand up if you've studied or worked abroad", or "Stand up if you own a cat". Consider who your group is ahead of time and tailor your statements for that group.



- **A Hand Game.** Have everyone take off their rings. Blindfold them. Match them with a partner. Give them a few minutes to feel each other's hands. Return the people to their original place. Take their blindfolds off. They now have to find their partner by feeling everyone's hands. This game may make some people uncomfortable, but it's a good way to build group identity.

- **A Human Scavenger Hunt.** Prepare statements such as "has the same major" or "wears the same size shoe." Distribute several to each person and instruct them to "Find someone who" fits that statement. This excercise works best with large groups.

Cultural Sensitivity and Awareness

A good cultural sensitivity training is essential. Most likely, your volunteers will be from different cultural and ethnic backgrounds than the kids they tutor. In all respect and fairness to the students in your program, your volunteers should understand some of the beliefs, customs and values that the students have brought with them to the United States from their home countries.

Your objective for a cultural sensitivity and awareness training is to sensitize your volunteers to the problems, experiences, thoughts, actions and dreams of the people whose lives they will be entering. It is not always easy for a volunteer to understand the cultural differences that may exist between him/her and the students. With some preparation and awareness, however, their experience will be more worthwhile and perhaps a little less shocking.

Try to get someone from you community who has had a lot of experience working with the immigrant community to give a presentation. This person might be from a community-based health organization or an education program. Also, check the school system and your university departments for potential trainers. You might be surprised to find out, for example, that the head of the student counseling center used to run an inner-city shelter, or an English professor coordinates an adult education center on the weekends.

Whoever does the training should give a historical perspective of the population you'll be working with, as well as current political and social events that have affected that population.

When you are thinking about the **cultural sensitivity** part of your training, consider the following:

- **Value conflicts between students and tutors.** You may want to address the values of your tutors and how they differ from the values of the immigrant and refugee student. For example, a child who grows up in the United States might value his/her ability to be independent and move away from home at 18. An immigrant child may not value this type of independence as much and instead view it as a dishonor to the family.

  Values inherent to a family's religion are important to note and respect. Although a tutor might not agree with the teachings of the child's religion, those teachings may be fundamental to the child's everyday life. How we regard

our families, time, health, money, country, education and endless other things differs from person to person and culture to culture.

- **Race and class differences.** Opinions differ on whether or not cross-cultural and cross-racial relationships are as strong as inter-racial or inter-cultural relationships. It can be argued that a Hispanic tutor will provide a stronger role model for a Hispanic child than a non-Hispanic tutor, but there probably is little chance that your program can match students with tutors in this way. However, if volunteers are sensitive to issues of race and class, they can provide strong support and encouragement for their students.

  It is vital that the tutors understand the population that they will be working with in order to be sensitive to their needs and lifestyle. In addition, a solid cross-cultural or cross-racial relationship between the tutor and the student can promote a greater understanding for both, each learning from each other.

When you are thinking about the **cultural awareness** part of your training, consider the following:

- **Global awareness.** In the U.S. educational system, there is not much priority given to teaching global awareness; geography has in many cases become a subject of the past. Since many students in the U.S. do not even need to know how to label a map of their own country, there is little chance that they will know much about foreign countries and their cultural makeups. Secondary school students may study developed countries such as Germany or Japan, but they usually learn very little about developing nations. As students get older they may hear and learn a lot more about the political and economic situations in certain Latin American, African and Asian countries through the media or university classes. Yet people are often unfamiliar with the languages, customs, populations and even locations of hundreds of nations around the world.

  Through the cultural awareness exercises you do in your training, your volunteers will begin to recognize their limited knowledge of other cultures and nations. This is not intended to make them feel bad. Rather it should heighten their interest in learning more about others. People are often shocked when they realize how little they know

about other countries and cultures. This realization, however, is the first step towards developing a greater cultural understanding.

Cultural Sensitivity and Awareness Exercises

The following cultural sensitivity activities will encourage the volunteers to examine their perception of their own culture and perceptions of cultures distinct from their own. When leading cultural sensitivity activities, follow these guidelines:

- Vary the length, nature and purpose of the various activities;
- Make them as interactive as possible. Use exercises that give the group something to do, say or present;
- Keep to a time schedule. Always give the group less time than they actually need to complete something. It will keep people awake and working;
- Be prepared to switch activities if one activity is not going well;
- Bring enough materials with you.

Some suggested excercises include:

- **Cultural Stereotypes**

1. Divide your training group into small groups of three or four. Give each group the name of one or more major ethnic or cultural group. One group should have "American." Others groups may be Arab, Jewish, Hispanic, Asian, African, Indian, Slavic. ...

2. Have each group discuss and write down as many stereotypes as they know about this group. They may range from bodily characteristics to social attitudes to sleeping patterns. Also have them write down how that culture has influenced this country, from foods to religions to mores.

Note: This activity might make certain people uncomfortable – this is okay. Try to encourage them to continue and stress that the uncomfortableness is normal. If they cannot/will not continue, turn the activity into a discussion of why it made them uncomfortable.

3. Get together as a large group and share what each group has come up with. If it's awkward to start, suggest beginning with "American." Discuss how these stereotypes may have developed and how they are perpetuated (ie. jokes, television, comic strips, comedians.)

- **Definition of Culture**

1. Ask the group for a definition of "culture" and what is inherent to "culture".

2. Working with a chalkboard or newsprint, write down all the responses that the group gives so that everyone can see them. People will have varying opinions. You might want to have a column for those aspects everyone agrees on and those which are debatable. There are no right or wrong answers, just personal opinions.

3. Discuss the many different perceptions of what "culture" is and what the ramifications are for working in a cross-cultural setting. This activity leads nicely into an activity which explores specific cultural attributes.

- **Presenter as Cultural Enigma**

1. Have the presenter adopt certain out of the ordinary behaviors when he/she begins the training. He/she might:

    - Wear bizarre or out of date clothing;
    - Arrive 15 minutes late and offer no explanation or apology;
    - Walk around and introduce him/herself personally to everyone, perhaps shaking everyone's hands or kissing them on both cheeks;
    - Ask each person in the group to introduce him/herself and then interrupt them while they answer.

2. Stop the play-acting after 5-10 minutes and ask the group for words to describe how they were feeling during the "presentation." The list might include confused, angry, bored, amused, and embarrassed.

3. Discuss why certain actions or behaviors may have evoked such responses. For example, a male might indicate that he is not comfortable having another male kiss him on the cheek and that the kiss made him feel angry.

4. Prepare another list of their initial conclusions about the presenter's attitude, appearance, and actions. This might include feeling that the presenter was rude, inconsiderate, a flake, or unprepared.

5. Draw out the cultural implications. Which cultures might not find the presenter's actions odd? What other culturally specific things could be built into the activity? Discuss how pre-conceived notions, expectations, and stereo-types can influence interactions between people.

- **True and False**

Develop a list of true or false statements about different countries. Have people work on the statements in small groups. Tell them to present some of their own if they finish early. Go over the answers as a group. Remember that the idea is less to find out who knows what, but to make people appreciate how much they know or don't know. Some examples of statements are:

- Birthdays are celebrated in every country;
- Most people in Africa speak Swahili;
- When eating at a friend's house, always finish what's on your plate;
- People in Korea speak Chinese;
- There are tigers in Africa.

- **Geography**

  - Find copy of a world map that doesn't have the countries written in. If you can't, just white-out the names on a regular map. Have people work in pairs to fill in as many countries as they can. Allot about 5 minutes.

  - Develop a list of countries and a list of capitol cities. Have people match the cities with the countries.

  - Have people work in pairs to draw a map of the world. They can start filling in the countries after they develop the outline.

- **Cultural-Specifics**

Develop a list of culturally specific activities and actions. Present each one and ask the group to voice their reactions. They can share personal experiences or general impressions. Some activities and actions to present include:

- Marrying more than one wife;
- Eating with your hands;
- Eating dog, goat, or bugs;
- Looking into someone eyes when speaking to him/her;
- Bullfighting.

- **Bafáa Bafáa**

Bafáa Bafáa is a game which enhances one's cultural awareness through simulation. The group is divided into two teams which represent two different cultures. Each team is given certain "rules" of their culture which they must use while interacting with the other culture. The game usually takes about an hour and is very successful at making the participants confront cultural differences and cross-cultural communication skills. Although the game can be purchased(see Resources), first check around your university to see if someone already owns it. Try the international studies department, the study abroad office, or the anthropology department.

- **Culturegrams**

Culturegrams (see Resources) give short descriptions of the customs, people and lifestyles of a particular country. You can use them in your training to present specific cultural information about the population(s) that the volunteers will be working with.

English as a Second Language Training

The English as a Second Language (ESL) component of the training should provide ideas and tools which will instill confidence in the volunteers and prepare them to be effective tutors. It lends a feeling of professionalism and importance to the volunteer's work that should, in turn, foster a sense of commitment to the project.

Good individuals to use as presenters for the ESL training include ESL teachers from the schools, administrators from the school system with experience in ESL, faculty from your university who are knowledgeable about the field or people from community education programs. Discuss the objectives of the training with the trainer ahead of time. You might want to volunteer to copy any materials he/she wants to bring so that he/she does not have to assume the costs. Although the more well-known and experienced people might ask to be paid for their services, there will be people who will do it for free.

Volunteer tutors will benefit most from learning specific tutoring exercises they can use with their students. Although the trainer can include some theoretical information on teaching English as a Second Language, the bulk of his/her presentation should cover directly applicable tutoring ideas. Most volunteers have had little or no experience in the area of ESL. They want tangible ideas that they bring to their tutoring sessions. Worksheets, exercises, and games are the most useful.

There are hundreds of tutoring activities that you or the trainer can explain to the tutors. Some of them include:

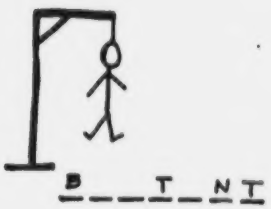
- **Real life skills and survival English exercises.** These include reading the newspaper, bus schedules, classified ads, phone books, weather maps, calling directory assistance, returning items in a store, asking for directions, going to the doctor and applying for a job. (See Appendix B)

- **Map exercises.** Using a map of their neighborhood (you can create your own) or a pretend neighborhood, students can follow the tutor's verbal or written instructions to go from point to point. (See Appendix B) In addition to learning how to follow directions, map exercises develop logical thinking skills.

- **Dialog journals.** Students and tutors write back and forth, letter style, in a journal. These are great for reading, writing and building student/tutor rapport. They can be used for all levels. Basic students can copy their name and advanced students can write about politics! They should not be corrected, as their purpose is to encourage uninhibited writing. (See Appendix G)

- **Jazz chants.** The chants are very rhythmical and illustrate English rhythm and speech patterns and also can introduce new vocabulary. Tutors can write their own or use chants found in books.(see Resources) Jazz chants are good for starting off a tutoring session, as they get the student speaking English.

- **Picture comparisons.** Students can talk about the differences in two similar pictures. (See Appendix B) The comparisons can be used to increase vocabulary and speaking ability. Either draw your own or use books. (see Resources)



- **Games.** Games like Twenty Questions, Hangman, Memory and I Spy are good for building vocabulary, spelling or speaking skills.

- **Telling stories.** Students and tutors first discuss a story orally. The tutor can ask the student questions about a particular topic. The answers can make up the story. Stories improve listening and speaking skills. Stories that the students have created are also easier for them to read since the vocabulary is familiar.

- **Interviews.** The tutor can interview the student about anything from his/her family to his/her future goals. The student can then interview the tutor or members of his/her own family. Interviews build speaking and listening skills, and if the student is encouraged to write down the responses, writing skills are stressed as well.

- **Tongue twisters.** These are fun and build pronunciation skills.

- **Stories.** Tutors can write their own fun stories for the student to read, or can use comic books, children's magazines or books.

- **Transcribing songs.** Have the student pick a popular song that he/she likes. Together, write down the words to the song. This can build listening and writing skills.

- **Flashcards.** Flashcards are a quick and easy way for students to learn vocabulary and spelling.

- **Role Plays.** Each person acts out one of the roles in a dialog. Some situations to try are the doctor's office, the supermarket, meeting a friend on the street and going to a party. For beginning students, have them memorize dialogue so that they get comfortable with speaking.

All the above exercises are fun and don't require a lot of materials or preparation. Remember that students are in school all day. Their ESL tutoring should be fun, not dry. Any opportunity that the students have to speak, read, write or listen to English will enhance and improve their skills.

The tutor can decide to cover a certain topic during each tutoring session or over the course of the semester. You, or the trainer, can suggest that the tutors use the following topics:

Mail	Food, Meals
Maps	The Seasons
Jobs	Measurement
Sizes	Using Money
School	Telling Time
Colors	In The House
Cooking	Paying Bills
Housing	Transportation
Clothing	Days, months, years
Holidays	Using The Telephone
Emotions	Ordering In A Restaurant
Shoping	Reading And Writing Dates
Families	Reading And Writing Addresses
Gestures	

In addition to giving practical ESL tutoring advice, exercises which sensitize the volunteer to the tutoring/learning experience are very helpful. Try the following:

- **Family Crests.**

  Have everyone make a family crest for themselves. Begin by showing them a completed one that you may have made for yourself. Explain what each symbol represents and why you chose it. You can distribute blank copies of a crest for each person to complete for him/herself and provide assistance along the way.

  When they are completed, have people share their crests with the group. Then review the entire activity from the perspective of an educator. How did you (the presenter) go from presenting a task to having the group accomplishment it? How did they (the group) go from a blank slate to completing the exercise?

  The idea of this exercise is to illustrate the process of teaching. Be sure to discuss how the following help in the teaching process: providing examples, explaining something in several ways, simplifying directions or vocabulary, being patient with people, providing on-going supervision and support, and having a final goal or purpose for the task assigned.

- **Side by Side Learning.**

  Have pairs work together on word puzzles or a similar activity. You may want to take one person aside from each pair and give them a tip on the solution. The tip is not to be shared with their partner. Discuss the process of side-by-side learning and working together. Consider the different levels of prior knowledge or experience that the pairs may have. How did they compensate for this? Did one person take charge? Was one person more patient?

It might also be helpful to have the volunteer get a sense of how it feels to learn a foreign language, be confused by a strange language, or to not be able to communicate with someone. The tutor can then better sense the challenge that his or her student faces when learning English. Either you or the trainer may want to try the following sort of exercises:

- **Shock Language Activity**

  1. Without warning, the presenter addresses the group in a foreign language that only a few people will know (such as German or French). The speaker then experiments with a variety of interactions. He/she can address questions to the people who don't seem to understand, expect a reply, and then get angry and frustrated with them for not replying. He/she can be overly kind to the people who do understand, praising them and complementing them. The activity should continue only for five to ten minutes.

  2. Then, in English, ask everyone how they felt, especially those who didn't understand. Responses will range from frustrated, embarrassed, and angry to proud, smart and superior. Discuss how the speaker could have changed his/her presentation so that those who did not speak the language could have understood. For example, the presenter could have spoken slower, acted out the words or asked someone to translate. Then relate the activity to how the students in your program might feel in school when they are not understood or cannot understand their peers.

Note: This activity can be done with written phrases, such as "I'm hungry," "I'm tired," or "I don't understand." Pass out one phrase to each person and have everyone try to read his/her phrase aloud. Use the same guidelines as above.

- **Quick Foreign Language Lesson**

  See if there are people in the group who speak a foreign language. Pair those that do with those that don't speak that language. Have one teach the other how to write and say a very short dialogue. Discuss the method that each person used to teach a new language. Ask whether or not the method was successful, from both the student's and the teacher's point of view.

- **Ostrich Exercise**

  1. Give everyone in the group a number written on a folded-up piece of paper. It is important not to distribute the numbers in numerical order. There should be as many numbers as there are people in the group. Have them look at the number and then blindfold them. Instruct them to line up in order of their numbers (no. 1 in the front of the line, etc.) without speaking or making any noise, even clapping or clicking noises. It's difficult, but can be done!

  2. When they have completed this task, or sufficient time has passed, take off the blindfolds. Ask how people felt doing this exercise. "Frustrated", "helpless", and "stupid" are common responses. Ask why they felt like they did. Most people claim their frustration came from not being able to communicate. Ask how they eventually managed to communicate and discuss how people adjust their communication methods when necessary. Have them compare how they felt to how a non-native speaker of English might feel in the United States.

  Note: This exercise works only with a small group of people (under ten). With a larger group, you may want to break the group into smaller groups.

Finally, the training session can be fun if the volunteers are involved in the process. Involve and challenge the participants and they will gain and remember more.

Programming Topics

Programming Topics

This section covers an array of topics which are relevant for a variety of programs and programming formats. Some of the information in this section is also covered in the Programming Logistics section of the handbook if more specific information is needed for a particular format. The purpose of the section is to provide a comprehensive and thorough introduction to some of the important aspects of running a successful program.

Attendance

NAME	10/1	10/2	10/3	10/4
T: J. SIMPSON	—	✓	—	✓
T: EDUARDO	—	✓	—	✓
T: K. BURKE	—	A	✓	—
T: SHERMIL	—	✓	✓	—
T: B. BETTY	✓	—	✓	—
T: ALEX	A	—	✓	—
T: R. BOUT	✓	—	✓	—
T: RATTIA	✓	—	✓	—

The primary importance of regular attendance is to ensure that the services which the volunteers provide actually assist the students. In order for that to be the case, they have to tutor on a consistent basis. Establish attendance rules from the beginning and make sure that everyone is aware of them. Regular attendance will be a strong measure of credibility for your program.

Another reason to regulate attendance is that it allows you to develop an estimate of the number of volunteer hours produced by your program. These are easily translated into dollars and might be very important to potential funders.

Once you identify some of the reasons why participants are not attending, you can begin to address some of their needs which will allow them to continue in the program.

Consider some of the reasons why a volunteer might not show up:

- **Bad match.** Doesn't get along with his/her student;
- **Distractions.** Starring in a play, or applying to graduate schools;
- **Personal problems.** Broke up with girlfriend/boyfriend;
- **Needs more support.** Doesn't feel like he/she is a good tutor;
- **Over-extended.** Takes six classes, plays a sport, works a part-time job and tutors.

Consider some of the reasons why a student might not come:

- **Bad match.** Doesn't get along with his/her tutor;
- **Problems in school.** Feels isolated and stupid in the classroom;
- **Family obligations.** Must help around the house;
- **Financial considerations.** Must work to help the family out;
- **Drugs/alcohol.** Beginning to experiment with some friends;

- **Not interested.** Feels like tutoring doesn't help or feels too cool to come.

Be sure that all participants know who to contact in case they will be absent: establish guidelines as to how many absences are considered acceptable. Each program should have a central attendance system which can be monitored from time to time. The most efficient attendance method for your program will develop over time.

Campus-wide Education

In addition to providing your volunteers with a unique educational experience, your program should make a commitment to educate your campus. The necessity of providing services to immigrant and refugee students extends beyond immediate concerns and interests and broaches issues of social justice. The university's concern should not only be to provide short-term aid, but to provide the tools by which its students can work, through understanding, for long term positive change.

There are many ways in which you can raise the consciousness of your campus about larger social issues which affect the program. Possibilities include:

- **Lectures.** Have individuals who are involved with the immigrant and refugee community in your area speak on campus. Or, bring in people who have had a lot of experience in the native countries of your students.
- **Films.** Sponsor films that relate to the issues surrounding your program. See Resources for some ideas.
- **Debates.** A good debate can raise a lot of questions and thought. No issue is one sided.
- **Petitions.** Get involved with a larger organization that is promoting an issue or stand you feel is important and that affects the participants in your program. Circulate petitions supporting that position.
- **Protests.** You can organize a protest on your campus if appropriate or organize transportation to a larger protest that may be taking place nearby.

- **Library of resources and information.** Establish your office as a place that people can come to broaden their knowledge about issues relating to your program.

- **Newsletter.** Produce a program newsletter. Distribute it all over campus.

Evaluation

There are two methods of evaluating your program, qualitative and quantitative evaluations. Qualitative evaluations are based upon personal experiences and opinions from people associated with the program. Quantitative evaluations are drawn from statistics and data about the participants of the program.

Qualitative Evaluations

Qualitative evaluations are easy to do. Their main purpose is to provide you with information about which aspects of the program can be improved and which aspects are satisfactory. Design questionnaires which address important issues such as transportation, training or staff availability. Try to avoid asking questions which can be answered with a yes or a no, and always ask people to elaborate or explain their response. Over time you will learn which questions are good and which need to be changed. Your questionnaires will vary depending upon whom they are distributed to. (See Appendix C) Consider giving questionnaires to the following people:

- **School administrators, counselors and teachers.** They can evaluate the operational aspects of the program and its effectiveness for the children.

- **Volunteers.** They can evaluate the volunteer experience and program operations.

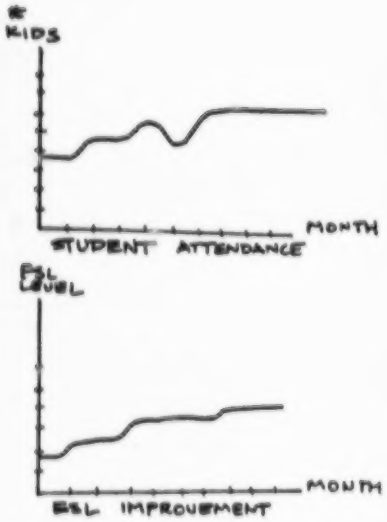
- **Staff.** They can evaluate the program's operations and their job satisfaction.

Determine which evaluations are necessary for your program. Distribute and collect the evaluations at the end of each semester. Use the information to plan for the coming semester. You might want to tally the results in one document to avoid having to keep all the forms on file.

You can design the questionnaire in such a way as to yield numerical results, which are often easier to work with. For example, ask people to indicate on a scale of 1-5 their feelings about statements such as "I had sufficient contact with the program staff." Or you can reduce the amount of writing the person has to do by designing a multiple choice questionnaire where people can select one or more of the applicable responses.

Although evaluations are important, be sure not to get bogged down with too many. You will find that you probably can't use all of the feedback and people get tired of filling out forms.

Quantitative Evaluations



It is much more difficult to design a quantitative evaluation. Unfortunately, many funding sources require statistical evaluations of the effectiveness of the programs they fund. You should seek assistance when you plan to implement a quantitative evaluation. Ask around about who has experience with evaluations. The school system should have an office which can help you. In many cases, in order to do an evaluation, you have to get clearance from this office to access information about the students. The university statistics or testing department might be another good resource.

The data which you look at for your evaluation can include one or more of the following categories:

- ESL test scores;
- overall grades;
- attendance;
- drop-out rates;
- behavioral problems.

Part of the difficulty in doing a quantitative study is in defining the primary goal or purpose of the program. For example, the study would probably have to include all of the above if it reflected the true benefits of the program. Since that is too difficult, you have to select the most accessible and reasonable data.

If you decide to evaluate the children's performance on ESL tests, you can either use standardized tests which the school system administers (often referred to as pre and post tests) or you can design your own test. A good resource for designing your own evaluative test is a publication entitled *Assessment of Language Minority Students* which is available from the Illinois Resource Center (see Resources). It includes general considerations for as-

sessment and how to assess both oral language and literacy. Whatever tests are used have to reflect the work that the tutors are doing. For example, if the tutors are only working on reading skills, only test the children's reading skills.

The results from the study are likely to show an improvement in the child's English language skills since they are learning both in and out of your program. What is important is how much the scores improved compared to similar students who were not in your program. For this reason you need to identify a control group. The control group can be those students who are recommended for the program but who do not participate. The results of any statistical evaluations done with your program participants are compared to the results of the control group.

If you look at one or more of the other categories, such as attendance, you will still need to use a control group. In most cases, if you look at one of these categories for your evaluation, it should be in conjunction with an evaluation of the student's ESL progress.

Extra-Curricular Events

Hosting fun events outside of the tutoring sessions provides an enjoyable and relaxed atmosphere for tutors and students to interact. Try to plan one event during the semester and one end of the semester event for all program participants. Use your imagination in planning.

Consider planning the following:

- **Parties.** Barbecues and swimming parties are great for the spring and summer. In the fall or winter, have Halloween, Thanksgiving or Christmas celebrations. Think about what kind of food you will have, games to play, ways to transport all the kids to and from the party and who will clean up.

- **Field trips.** Take the kids to the beach, hiking in the countryside or on a visit to a large park. Depending on the number of kids in your program, you can take the entire program at one time or make a few outings over the course of the semester. Plan on bringing lunch if necessary, bringing game equipment, and leaving enough transportation time.

Costs

Running extra-curricular activities can be costly, but there are ways to reduce the costs:

- **In-kind donations.** Write letters to local businesses and try to get as much as you can donated. For parties, you can get food donated (ice cream, soda, hamburgers), paper products donated (plates, napkins, cups), party favors (noise makers, balloons, hats, decorations) and whatever else you need. Similarly, you can get food and paper products donated for field trips.

- **Group and non-profit discounts.** Many places have group admission rates or discounts for non-profit groups. Write a letter ahead of time to where you want to visit; the place may waive your admission fee.

- **Sponsors.** Approach a fraternity, sorority or other campus organization about sponsoring an event. They should cover the costs, plan the activity and provide people to coordinate and supervise it.

Insurance

Your university administration will probably be very concerned about insurance issues. Their primary concern is to guarantee that the students at the university will not be physically harmed and then hold the university responsible for allowing them to participate in a potentially harmful activity.

In a sense this is an uphill battle, because no matter how many precautions are taken, should a student be involved in any incident while studying at the university, a suit can be brought against the university. The court ultimately decides whether or not to hold the university liable.

In addition to the general safety precautions of the program, you may decide to have each volunteer sign a waiver when they agree to participate, removing the responsibility from the university if there is an incident. As indicated above, even with a waiver, a court can still find the university liable. Volunteers under eighteen years old would have to have parental permission to participate.

There is a volunteer insurance policy available from Corporate Insurance Management (CIMA) (See Resources). There are three types of insurance available through CIMA's Volunteer Insurance

Program:

- **Liability.** The liability insurance provides protection for a volunteer in case a suit is brought against him/her because his/her actions lead to physical injury to someone or damage to someone's property. If the volunteer is found to have been negligent, the liability insurance covers any financial judgement against him/her up to one million dollars. The cost is $ .50 per volunteer, with a minimum premium of $45.00.

- **Accident.** The accident insurance covers injuries incurred by the volunteer while traveling directly to, from, or while participating in volunteer related activities. The volunteer is covered for up to $20,000 in medical treatment, hospitalization and licensed nursing care that may be required as a result of the accident. The cost is $2.00 per volunteer

- **Automobile.** The automobile insurance provides coverage when an injury to another, or damage to another's property results from the use of a motor vehicle while the volunteer is driving to, from or during the volunteer placement. The volunteer must maintain the state minimum liability requirements to be eligible for this insurance which is written at limits of $50,000. The cost is $3.00 per volunteer.

All three policies provide coverage in excess of any already existing insurance that the volunteer has; if they do not have any, it is the primary insurance. CIMA is very flexible and allows you to enroll a certain number of volunteers without requiring you to forward their names. Therefore, your program maintains the responsibility of keeping accurate volunteer records, and insuring the appropriate number of volunteers.

It is important to find out from the school system whether or not volunteers who work in the schools, either during or after-school, are covered under the public school policies. If any school personnel are involved in a program off school grounds, or if the school funds a coordinator's salary, the participants might be covered by the public school policies.

Matching

In many ways, successful matching of students with volunteers is the crux of your program. Although any two people can probably work together a few hours a week, a pair who enjoys being together is more likely to continue with the program and tell their friends and family about the experience.

To a certain extent, matching is hit or miss; sometimes people click and sometimes they don't. Always remember that if a pair doesn't work out they can be re-matched. When a volunteer comes to the program, find out if they have any preferences for whom they tutor. Make a space for this on the Volunteer Registration Form. The most common considerations include:

- **Gender.** Maintain same-sex pairs whenever possible. It allows for the most role-modeling and openness in the relationship. In many cases, the parents may insist that the tutor be the same gender as their child. This is probably very important in their culture and should be respected. Parents may not feel comfortable having an older male work with their daughter. Male adolescents often get easily distracted around females.

- **Special needs.** A child might be recommended to the program who is slightly learning disabled, hard of hearing or has some other physical or mental handicap. The volunteer needs to be aware of that from the beginning and ready to work with that child. Older, more experienced volunteers are often the best match for children with special needs.

- **Ethnicity and race.** It is a sad fact of life that racial prejudices do exist. Within the cultures of the children you work with, there will be racial prejudices which you may or may not be aware of. If a student seems very uncomfortable or acts out against a particular volunteer, he/she may be acting upon racial prejudices that were acquired growing up. There is also the possibility that a tutor will be completely uncomfortable working with a student of a particular ethnicity for reasons which may be too complex to conquer.

- **Native language.** A child with no knowledge of English will benefit most from being paired with a tutor who has some knowledge of the child's native language. However, in most other cases, it is not as important that the volunteer speak the child's native language. If he/she does, he/she

will have the opportunity get to know the family better and serve as a resource person. Although the tutoring is always in English, the volunteer might indicate a desire to practice another language, either with the family or during social time with his/her student.

- **Location.** There are several factors which may affect the accessibility of certain sites for a volunteer. Transportation availability, where the volunteer lives or works in relation to the student and the safety of the neighborhood can all affect who the volunteer is matched with. Volunteers might indicate a willingness to participate only if the tutoring site is near their house or if they can be dropped off after tutoring at a particular place.

Follow up with the matches made. Be sensitive to pairs that don't get along well. Make sure that both participants know that they should tell you if they are unhappy with their match. If a tutor or student indicates that they are not happy with their pair, follow-up with their concern, examine the situation and re-match them if appropriate. This is a delicate situation, so avoid hurting anyone's feelings. Successful pairing requires flexibility, open-mindedness and sensitivity.

Non-traditional Volunteers

For the purposes of this handbook, non-traditional volunteers are those volunteers who are not 18-22 year old college undergraduates. More and more universities are attracting older students who are returning to school after working or raising a family and your program should reach out to accommodate them. For the sake of convenience, non-traditional volunteers can also be used to include alumni, high school students or volunteers from the community.

Often, alumni and other older volunteers are the most reliable and dedicated volunteers. This may be because they have had previous volunteer experience and are attracted to the program because of the issues and/or the practical experience it provides. The interaction between the younger and older volunteers offers the chance for different kinds of people to meet on common ground.

Recruiting high school students provides them with a great introduction to volunteer work and establishes a tie between them and the university. They are often eager and energetic, although they usually require more supervision and guidance than other volunteers.

Recruiting Non-Traditional Volunteers

If your university population is largely non-traditional, your regular on-campus recruitment efforts will attract non-traditional volunteers. Your program, and therefore your recruitment pitches, should be aimed at meeting their special interests and needs.

You can recruit alumni by sending a letter to local alumni from the previous three or so graduating classes. Let them know about any informational meetings coming up and include a response card. Negotiate with the alumni office for the mailing lists, envelopes and stamps.

You can locate volunteers from the community by placing announcements in newsletters or newspapers. You might also consider placing flyers around neighborhoods where you are likely to find volunteers. If your city has a clearinghouse for volunteer activities, be sure that your program is listed. Often the local libraries keep lists of volunteer placements.

The best way to recruit high school students is to establish ties through the schools. You can approach the high school counselors first as they have a lot of contact with the students and can advertise the opportunity. In some cases you may find a teacher who encourages all of his/her students to do volunteer work. You may find that some schools have mandatory service requirements, particularly private schools.

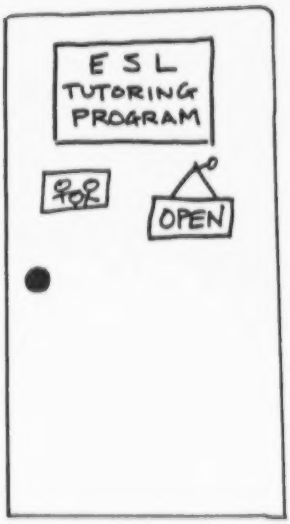
There are some important things to remember about non-traditional volunteers:

- Keep track of them! You may not see them very often, so keep good records of who is going where and when.
- Call them at least once a month to make sure that they are still tutoring, that everything is going okay and that you give them enough encouragement.
- Keep them posted of program events. Make sure to include them on your mailing list so that they know what is happening with the program.
- They are often older than the traditional university student and have more experience that might be appropriate for students with special needs, such as mental or physical handicaps, hyperactivity or stress disorders.

- Work with their special interests and schedules. For example, some may want to tutor on a Sunday afternoon which may work out well with a student who works in the evenings.

- Non-traditional volunteers usually live off-campus and may have their own transportation. They can often tutor students who live off your transportation route. Perhaps you can arrange to reimburse them for mileage.

The Office



The program has to have a central location. This may be a mailbox, space in a student's dorm room, a desk in another program's office, or your own office. The primary importance of the program space is to convey messages among coordinators, volunteers and teachers. From the beginning of your program, you should ask the university to donate space.

Regardless of the type of space you are working out of, there are several key components to your "office".

- **Boxes.** Each staff person should have an "in" box and should check it on a regular basis.

- **Phones.** People have to be able to leave phone messages for the program.

- **Calendars.** Have a central calendar to record all the program's activities, including trainings, days off and program start and stop dates.

- **Maps.** Knowing and getting around the city is vital. A map of the city that indicates the location of the schools and the neighborhoods where the students live in will make your job a lot easier. Have small copies of the same map on hand so that the drivers can map their route each time they drive.

- **Files.** Have a place where you can put all the student and volunteer files as well as relevant information about the program.

Develop a wish list of other items which would make your program easier to run. These might include computers, printers, bookshelves and desks. You can focus some of your fundraising efforts on obtaining these things.

Program Literature

People like literature. It is important to have information ready to give to volunteers and other people who are interested in the program. A simple filing system can hold all your handouts, informational packets, project descriptions, and articles.

Your needs will determine what literature you make available on your program. Consider developing or collecting the following:

- **Program options.** Have a one page outline to distribute to prospective volunteers which explains the volunteer opportunities. Include days, times and contact people.

- **Brief description.** Develop a concise description to distribute to people who want more information about your program.

- **Programming information.** Each program should have a description including the goals, logistical details and plans for the future.

- **Brochure.** If the budget allows, develop a brochure to send to volunteers, prospective funders, and other community organizations.

- **Articles.** Keep copies of all articles written about your project. Consider maintaining folders of articles about issues which are related to your program.

Summary Reports

At the end of each year, it is a good idea to write a summary report to document the year and provide information about the program to people who are interested in its development. It should be brief and easy to read. In addition to text which describes the program, include the following information:

- A breakdown of relevant information about the volunteers (eg. year of graduation);

- A breakdown of relevant information about the students (eg. native language);

- A financial outline including donations and grants as well as overall expenditures;

- Program developments or important events over the year;
- Goals for the coming year;
- Any other information which you want people to know.

Distribute your summary report to appropriate people at the university, within the school system and in the community. Send it to people who are actively involved in the program and those whose interest you would like to attract. See the Appendix for an example of a D.C. Schools Project Summary Report.

Record Keeping and Documentation

Record keeping is your way of keeping the program organized. It allows you to access information pertaining to present and past program participants and present and past program activity. For example, if the school system requests a list of those students being tutored, you will have the information on hand. Or, if someone wants to know how the 10K race was organized three years ago, the information is easily accessible. Data processing (computer files) and paper files are the primary methods of keeping track of volunteer and student participation.

Data Processing

The most obvious pre-requisite for data processing is a computer system. The advantages of a computer system extend beyond providing information on the participants. You can also use the computer to do budgets, write newsletters or establish timelines. If your program is located in an office with a computer, take advantage of it. Otherwise, make a request to the university for a computer. You can probably rent one. The brand of the computer doesn't matter; you can have a simple data base set-up on any type.

You should have a tutor data base and a student data base. These data bases allow you to 1) maintain consistent, accurate information on all the program's participants; 2) easily file information on new students and tutors; and 3) access information quickly. For example, you can draw up a list of everyone's address or a list of the senior volunteers very easily, tasks which would be grueling if done by hand.

The tutor data base: Think carefully about what information you want to have on hand about each volunteer. Some suggestions of information to include in the data base are:

Name
Phone number
Year of graduation
Student match
Foreign languages
Address (local)
Birthday
Start and stop date in the program
Tutoring days and times

The student data base: Many of your students may return to the program several times. It is important to keep up-to-date information on them. Some suggestions of information to include in the data base:

Name
Parent or guardian
Birthday
Native language
Current tutor
Test scores
Address
Phone number
Country of origin
School, grade and English teacher
Start and stop date in the program

Each data file should be assigned a number which you can use to identify the file. This number should be written on the paper file as well.

Volunteer and Student Registration Forms

Develop a form for each new participant to fill out when he/she first begins your program. It should contain all of the information you would include in a data file and some additional information. For example, ask the volunteers to indicate why they want to tutor and how they found out about the program. On the students' forms, indicate any special directions for finding their homes (if applicable) and an indication of their English abilities. See Appendix D for examples of each from the D.C. Schools Project.

Paper Files

In addition to computer files, keep paper files on each student and each tutor. Index cards or manila folders are probably the easiest to maintain. Manila files are preferable because they can hold more information and several sheets of paper. The volunteer files should contain the volunteer registration forms and information about who they tutor. The student files should contain the students' registration forms, any evaluations of the students that you have and any other relevant information, such as the name of their previous tutors.

Documentation

It is important that you document all your work from the beginning of your program. Use memos to record your meetings, plans and activities. There will always be a need for accurate information on your first semester: how many students you served, how much money you spent and all sorts of details that might not seem terribly important to you while they are happening.

Establish a simple filing system. Some valuable files might include: Correspondence, Recommendations, Budgets, Evaluations and Proposals. These files will allow you to save all relevant information that might otherwise be forgotten. A file marked Memos To Files can hold all the information that you recorded for the purpose of future referrals. Later on if you develop a program manual you can refer to your memos for all the necessary information.

It will be very simple if you use a word processor for all your documents. First, documents can be more easily edited. Second, you can save documents which are important or which you might re-use at a later date. For example, if you write a commendation letter to the graduating seniors each spring, every year you can simply make changes on the previous year's letter.

Reflections

A volunteer program that works in the community always has to be aware of the impact the work has not only on those who receive assistance, but also on those who assist. A strong program will have some reflection component for volunteers built into its structure. Some of the important issues for volunteers to reflect on are:

- Their initial expectations;
- How they react emotionally to their experience;
- Conflicts that may arise while volunteering;
- The impact their work will have on their previous views;
- The changes in their attitudes and values which may occur.

Stress to the volunteers at their initial orientation that taking time to reflect on their experience is a necessary part of their work. Reinforce that they will gain a better understanding of the young people with whom they work as well as themselves through regularly scheduled periods of reflection and discus-

sion. Reflection periods can be either formal or informal and may range from writing in a journal to discussions with advisors, professionals or other volunteers. Also consider having the following:

- In-service workshops;
- Evenings events dedicated to a relevant topic;
- Courses or coursework developed to complement the program;
- Days of retreat or reflection.

There are basically two ways of approaching reflection. One is to focus on the content of the work, or the issues that relate to the various cultural and social topics. Volunteers are encouraged to consider the bigger picture and to reflect upon how broad topics such as immigration status or U.S. foreign policy affect their work and the people they are working with. They can look at why there is a need for their work; in particular the political, social and economic policies which contribute to the situation they are working to improve.

The second way to approach reflection, by focusing on process, examines the volunteer's feelings and ways of dealing with them. Inevitably, the volunteers will be confronting very new and different situations. Each one will deal with the situation in his/her own way. Explore with the volunteers why they feel the way they do, on what previous experiences they may be drawing in this new situation and how the emotions which emerge during their work affect their other aspects of their lives.

In planning the reflection component of your program you may want to draw upon other resources and people to help you out. First, contact the counseling center of your institution, or whoever is responsible for the general mental well-being of the students. Other offices which probably have some experience in reflection are the Resident's Life office, the Volunteer Service office and the Campus Ministry office.

Safety

The only way to guarantee that your program continues is to take steps to ensure the safety of all the participants. Establish and enforce safety rules and regulations. The following are the on-going safety policies of the D.C. Schools Project which can be adapted to your needs:

- **Defensive driving.** Each person who drives a D.C. Schools Project van must attend a Defensive Driving course. This is a University policy. City law also requires each driver to obtain a Washington, D.C. license.

- **"In case of" plans.** Established policies exist regarding what is to be done in case of an accident or in case a van breaks down. A document entitled "In Case of Accident" (see Appendix E) is left in the vans at all times and details the steps to be taken.

- **Crime awareness.** Once a week, *The Washington Post* has a listing of all crimes reported in the city. Crimes that occurred within the areas that the Project serves are pointed out to the student coordinators. They need to be aware of the realities of the city. If crime in a certain area is consistent and violent, you shouldn't be going there.

- **Police awareness.** The police precinct in the areas served are regularly informed about the programs operations. This includes when and where the programs take place. If the safety of a particular street becomes a concern, you can contact the police to find out whether or not it is safe to continue going there.

- **Information on children.** Whenever there are children in the van a list is on hand with their names and addresses. Thus, it is possible to contact the families if the children are going to be late. If an activity ends after dark the children are always returned to their homes.

- **Adult supervision.** Program sponsored events are planned to include adequate adult supervision. The tutors are responsible for their students during the event. In addition, staff and other volunteers supervise the event.

Staffing

Working for your program may be the most unique educational opportunity a student can have during college. Staff will have the opportunity to gain experience in the areas of ESL, immigration, community service, and education. Your staff may consist of any number of people, depending on the size of your program. When you are planning your program you need to consider how many people it will take to run it efficiently and what kind of tasks your staff will need to do. Below are some ideas of various staff positions:

A Paid Full-Time or Part-Time Coordinator

If you can secure the funds, hire someone to run your program full-time. That person will be the primary person responsible for coordinating all aspects of the program. Among other duties, he/she will supervise the work of the student coordinators, network with the school system, the university and the community, and work on finding funds to run the program. See the Appendix E for a D.C. Schools Project Coordinator job description.

The D.C. Schools Project has traditionally hired a recent Georgetown graduate. The advantages of this are that he/she is familiar with the university's spirit and operations and can devote a lot of time and energy to the Project.

A part-time coordinator may be a graduate student, someone currently employed at the university or an undergraduate student. A student with a lot of dedication and energy can do a great job. However, someone who works full-time at the university must serve as an advisor and be ultimately responsible for the program. The advisor can sign letters, attend meetings, or advocate for the program.

Student Coordinators

The program coordinator will need assistance in running the program. University students are the best resource. When identifying your student coordinators, stress maturity, articulateness, proven organizational skills and experience in community service. Also take into consideration their driving skills (where applicable), ability to communicate in the language of the students, how much free time they have, and other needs specific to your program.

It is best to count on one student coordinator per twenty volunteer/student pairs. This ratio should ensure that there is enough follow-up between the student coordinators and the program participants. These student coordinators may be affiliated with your program in a number of ways:

Work-study students. If your institution has a work-study program, take advantage of it. Although it doesn't pay as much as some other jobs, there are very few jobs that will offer as much responsibility and such a unique experience. Some things to consider:

- Make the pay as competitive as possible. Bottom line is that most students work because they need the money.
- Provide a structured job experience: job descriptions, trainings, and follow-up support. This job should approach a learning internship in scope. The skills that a student would learn while working for your program need to outweigh the pay considerations.
- Make allowances for pressure times. During midterms, finals and spring break the student coordinators will not be able to put as much energy into the program as they usually do.

Volunteers. The staff members may all be volunteers in the beginning. Some rules of thumb when working with a volunteer staff:

- Always have clear job descriptions. Everyone needs to know exactly what he/she is responsible for. If that person cannot finish a job, everyone else knows precisely where to fill in.
- Don't rely too heavily on one person. There is the possibility that this person will burn out, or even worse, graduate!
- Make allowances for pressure times during the semester; midterms, finals, spring break.
- Build-in rewards and recognition for their hard work.

Interns. You may be able to have interns working for you who can receive credit in exchange for working for you. Do some research about internships on your campus. What are the requirements? Who can participate? What paperwork is involved?

Regular employees: You may have to hire the student coordinators who are not work-study and therefore have to pay their full salary. This will be reflected in a slightly higher budget but allows you to hire qualified students who might otherwise be excluded from participating.

Training Student Coordinators

As the program develops, you will find it necessary to set aside a few days or a weekend to fully train your staff in the mechanics of the program and the issues involved. Some student coordinators may have been volunteers in the program and will require less training.

Decide which skills they need to have at the end of the training (for example, how to do volunteer orientations, drive the routes), and which skills they can learn along the way (for example, photocopying, word processing). Provide information about issues affecting the program perhaps by visiting a community agency or attending a lecture. They should be learning as much about the immigrant community as about the computers.

If you plan extensive staff trainings you can include the following: cross-cultural training, emergency training, such as CPR and First Aid and peer advising/counselling training. You may find a local corporation which would be interested in having your student coordinators participate in its management training seminars.

Continue to offer guidance and "on-hands" training throughout the semester. Encourage the student coordinators to attend the volunteer trainings and events. Be responsive to signs of disinterest caused by lack of knowledge. Their performance will in part be determined by your managerial skills.

Organizing Staff

How you organize your staff will depend upon how many programming formats you use and how many people participate. If you run one program, use the guideline of one student coordinator per twenty volunteers. If you have more than one program, it is probably best to assign each coordinator to only one program.

Each program (of twenty or fewer volunteer/student pairs) should operate smoothly if each student coordinator works about twelve to fifteen hours a week. They will probably need to work more in the beginning of each semester and less at the end.

Most students appreciate a job which allows them a certain amount of flexibility. Develop a work schedule for your staff which fits their needs and the needs of the program(s). Consider having regularly scheduled hours for the student coordinators to attend a weekly meeting and to run their program and flexible hours for other work such as making phone calls or putting together a newsletter.

The weekly meeting can be used to discuss the issues and events which are relevant to all the programs. This time is also important for letting off steam, expressing concerns and providing recognition. During the meetings, assign small projects to the individual staff members. For example: writing a newsletter, sending out birthday cards to tutors, or organizing a picnic.

Summer Operations

You may decide to continue your program during the summer. Some of the advantages to running throughout the summer months are that it provides:

- Continuity for the students in the program;
- Reinforcement of English learning throughout the summer (especially if the students are not in summer school);
- Extra-curricular support for the children who are in summer school;
- Opportunities to incorporate non-traditional volunteers into the program:
- An opportunity to evaluate, reorganize and enhance aspects of the program that may not have been given proper attention during the school year;
- Time for group camping, beach or hiking trips.

Your summer program will probably be smaller than the school-year program. It is likely that you will need to recruit new volunteers and some new students for the program for the summer programs.

Participants

Recruiting students for your summer programs will probably be very similar to recruiting them for the school-year. In fact, you should begin by recruiting from among your school-year students. After their experience during the year, many students will want to participate in the summer program. If you have room for more students, recruit in the summer schools. If your city doesn't run summer school, you can recruit from youth organizations, churches and the relatives and friends of current participants.

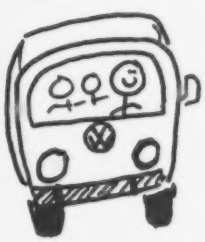
Recruiting volunteers might be a little more tricky. Volunteer recruitment will depend heavily upon the extent of activity during the summer months which varies at each campus. Some options for summer recruitment are:

- Current tutors who are staying for the summer or who live nearby;
- University students who are staying for the summer or who live nearby;
- Professors and university employees;
- People who may be housed on campus for the summer, such as interns;
- Volunteers from the community (use local newsletters or papers to announce you need for volunteers);
- Local alumni (send a recruitment letter announcing a meeting);
- High school students (many private high schools have mandatory service requirements).

You can run any of the program formats during the summer. A Peer Tutoring program runs especially well because you do not have to rely on university tutors. Because summer schools usually run only in the morning, students may be looking for something to do to fill up their afternoon hours. Peer Tutoring is a great way for both students and tutors to do something productive a few afternoons a week. Or you might consider an after-school tutoring program for the summer months.

Finally, the summer is a great time to evaluate the spring program and plan for fall operations. Before the end of the summer, you can develop a fall schedule, an action plan and set up your trainings. Try to hire your fall staff over the summer by contacting people who previously expressed interest. Having hired a staff will allow you to plan a thorough staff training.

Transportation



Each campus has different ways in which it transports its students to and from extra-curricular and volunteer activities. In most cases, it is best to have volunteers travel in numbers. It is safer and allows volunteers the opportunity to interact with other volunteers on a regular basis. In addition, it provides a built-in mechanism for monitoring attendance and providing follow-up support to volunteers.

Working with your university, you will have to decide what method of transportation will be the most feasible for your program. Although transportation is of major importance, the amount of time volunteers spend in transit should be as minimal as possible. It should never be more than half of the time that they allot to volunteer or you will find that they get discouraged.
Some of your transportation options include:

Cars

If you are at a university where significant numbers of students have cars, set-up car-pools of volunteers. Having volunteers travel together builds a time into the program for them to spend talking to other volunteers about their experiences or planning field trips. The driver of the car should be responsible for monitoring attendance and reporting to you once a week. If it is possible, arrange to reimburse the car owner for the mileage.

Public Transportation

Your access to public transportation will be determined by the infrastructure of your city; even if there is no a metro system, there probably is a bus system. Find out whether there are buses which are convenient to your campus and the program site. If so, encourage volunteers to use public transportation. Approach the metro/bus system for a donation of tokens or passes. You should figure out the quickest and safest route for the volunteers to use and always keep maps on hand for new volunteers.

Vans

Vans seem to be the most successful method of transportation for university service programs. You may find that as your program develops, you will want to obtain vans to facilitate transportation to and from tutoring sites and to use for extra-curricular activities.

Vans are costly. Since the wear and tear on them is tremendous, the maintenance costs are high. In addition, there are gas costs and potential costs for parking and insurance. A program has to be able to make a financial commitment when obtaining vans. The university administration might be able to offer in-kind donations of maintenance, gas and insurance.

If you want to either purchase or lease vans, work with your development office and alumni office. Both offices can recommend alumni to contact who run car dealerships or companies that purchase fleets of vehicles and can give you better prices on a van. Otherwise, do your research from the Yellow Pages. You will have to call around and find the best deal. The D.C. Schools Project leased two vans for several years until the dealership donated them.

If your program cannot obtain a van, try to arrange to have access to vans which belong to other offices or departments of the university such as campus ministry, community service offices, athletics, or ROTC. If there is not an established borrowing system for the vans, try to establish one. This might not be easy and you'll probably need someone higher up in the ranks to assist you. The Catholic University borrows a campus ministry van for its program.

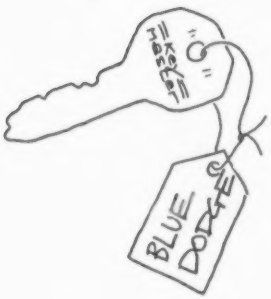
You can also explore the possibility of renting or borrowing a van from a community agency or the school system. Churches are likely to have vehicles. The George Washington program borrows a van each week from the YMCA for its Saturday Program.

Some Tips and Reminders About Vans:

- **Parking tickets.** You will inevitably receive tickets. Set a policy by which the person who incurs the ticket has to pay the fine, even if it was inadvertent. Make sure that the tickets get paid or you will have trouble re-registering the van each year. Point out to all the drivers where they can legally park both in the neighborhoods and on campus.

- **Accidents.** If there is an accident, the drivers should be aware of the proper procedure to follow. Develop a sheet with an outline of what to do in case of an accident and keep it in the van at all times. It should have important phone numbers on it as well.

  A useful policy to follow is to have the driver fill out an accident report form (available from your local police) before leaving the scene. Although the driver is not always required to report officially to the police (it depends upon the severity of the accident) filling out a report ensures that they have all the necessary information for the insurance forms.



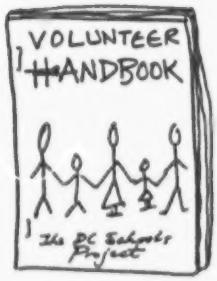
- **Keys.** Whether you provide each driver with a set of keys or establish a centralized system for picking up or dropping off keys, always be aware of who has access to them. Collecting a deposit from each driver often helps remind them to drop them off at the end of the semester.

- **Records.** In your files, keep a copy of the van registration, license plate numbers and any other important documents from the dealership.

Tutoring Materials

Volunteers should be well-stocked with materials before their first tutoring sessions. These materials will make their tutoring easier, more fun and more effective, especially if they start tutoring before a training session. Remember to distribute the materials to each new volunteer and encourage them volunteers to read over them carefully! The materials that the D.C. Schools Program has found most useful are:

A Volunteer Handbook



Develop a volunteer handbook that addresses the specific needs of your project and tutors. A handbook can be used as both an introduction to the program and a reference guide for tutors. It should contain everything they need to know from programming logistics to tips for tutoring ESL.

Suggest to each volunteer that he/she read the handbook before the first tutoring session. The tutor can then refer to the handbook throughout his/her involvement with the program. Include the following in a volunteer handbook:

- Staff phone numbers;
- A brief project description, including the project's philosophy, goals and expectations;
- Information on the students in the program — their ethnicity, legal status, and backgrounds;
- The role and responsibility of a tutor;
- Project details, such as transportation logistics, making contact with teachers, and safety;
- Ways to approach a first time tutoring session;
- Specific tips on how to tutor ESL that will help with understanding, speaking, reading and writing English;
- Examples of what to do during a tutoring session;
- Field trips to take with students;
- Suggested relevant reading material for the tutor (books and articles that will enhance the tutor's knowledge of the issues surrounding the project);
- Information about what to do if they suspect that the child has learning disabilities or that there is child abuse or substance abuse in the family.

A Guide to Community Agencies That Serve Immigrants

If there is not a guide already available in your city (ask around- you may not be aware of it), create your own. It should include information on housing, health, education, employment, etc. Tutors can only serve as resource persons for the students and their families if they are familiar with social service agencies in the area. They can keep one for reference and give one to the family.

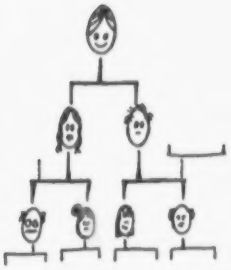
Articles and Readings

Give the tutors up-to-date articles or handouts about the population you're working with. Familiarize them as much as possible about the international, national and local situation of the immigrant and refugee populations with which you work.

A "What to do on the first day of tutoring" Packet

Tutors are often very concerned about what they will do with their student during their first tutoring session. The D.C. Schools Project distributes a packet (See Appendix G) which contains:

- An 2-page reproducible "All About Me" booklet for the student to fill out with the tutor. The booklet asks for information such as the child's favorite sports, family members, and best subject in school. The student can fill in the information him/herself with the tutor's help. It includes a lot of illustrations and serves as a great ice breaker.



- A Dialog Journal description which explains how to do dialog journals and encourages the tutors to start using them from the first tutoring session.

- A blank Family Tree. This is an outline of a tree with spaces inside for the names of parents, brothers, aunts, grandparents and other family members. The student and the tutor can both fill one out. The tutors are also encouraged to bring along pictures of their own family to share.

- A ditto entitled "Instead of writing a story, try ...". It suggests varied writing suggestions such as writing comics, editorials, recipes, ads, and definitions.

A Library of Materials

Your program should have materials that tutors can use throughout the semester to tutor ESL. Although assisting the students with their homework will be part of the tutoring session, they should also prepare a "lesson." Your library of materials should include books, worksheets, games and other learning aids such as maps, crayons and comic books.

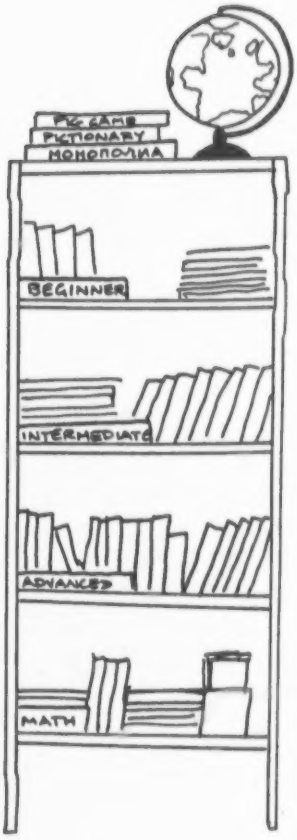
The tutoring materials should be:

- Designed for ESL students;
- Multi-cultural;
- Stimulating, innovative and interactive;
- Updated and current.

Allot money in your budget for purchasing materials. When you set out to purchase materials ask for assistance from ESL specialists in the school system or at your university. They can tell you where to find the materials and help you select appropriate books, games and worksheets.

Constantly seek out donations of materials. Approach the school system, the university, libraries and bookstores. You may even write a small proposal to start-up your library of materials.

Some of the most useful materials might include:



Beginner:

- Picture dictionaries - to build vocabulary;
- Interesting picture books with basic words;
- Picture cards and/or flashcards with pictures;
- Children's board games.

Intermediate:

- Phonics workbooks (to supplement school studies);
- Basic ESL readers - especially short stories followed by questions;
- Worksheets for basic grammar skills;
- Spanish/English dictionary.

Advanced:

- Reading books (both ESL and non-ESL);
- Spanish/English dictionary, thesaurus.

All levels:

- Workbooks in basic English skills (include handwriting, sentence building, and reading comprehension);
- Visual aids (globes, maps, picture cards);
- Reading books on varied subjects;
- Board games/educational games for all levels;
- Basic mathematics workbooks and flashcards.

In addition to practical materials for immediate use, you can include books and handouts in your library which address other aspects of tutoring, such as theories and techniques of teaching ESL, building specific skills such as listening comprehension or using humor to teach English. There are also handbooks from other programs which are useful to make available for the tutors such as from the Tacoma Community House and the D.C. Schools Project. (See Resources) Having a copy of the ESL curriculum which the school system uses might be useful for some tutors.

Organize your materials so that they are easily accessible. Separate them by level, such as beginner, intermediate and advanced, or by subject matter, such as reading books, math worksheets and grammar books. Use a colored dot on each book to indicate where it belongs and what level it is appropriate for. This will make it easier for the tutors to find and return materials.

Establish a borrowing system. You need to make sure that the materials are returned and that they are fairly circulated. Try check-out slips or collecting deposits from the tutors. Establish a maximum period of borrowing time and call the tutors after that time to remind them to return the materials.

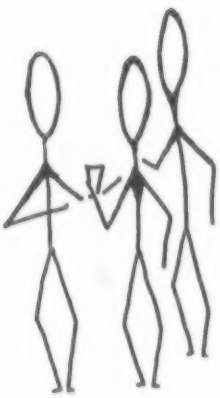
Finally, you might want to bring along materials to certain programs such as In-Home or Saturday. Often the tutors don't have the time to come to the office and appreciate the supply of materials. Let all the tutors know that you can bring them any materials they need if they don't have time to get them themselves.

Volunteer Retention and Recognition

By now you've given a lot of attention to recruiting and training your volunteers. But how do you get them to stay involved and interested in your program? You want dedicated volunteers, people who will stick with your program for a semester, a year, or even a few years. What keeps some volunteers interested and makes others drop out?

There are endless outside reasons that you cannot control that cause a volunteer to drop out of a program. Too much school work, family circumstances, monetary problems, and work commitments are only a few of the more common reasons. Unfortunately, there is little that you can do to keep these volunteers in the program. People stop volunteering, however, for many other reasons, many of which can be avoided by keeping your volunteers interested in and excited about the program.

Volunteer recognition is a great way to retain volunteers. Everyone likes to know that their work is appreciated and that their efforts are needed and welcome. Volunteers come and go. Those who stay dedicated to a program, however, are those who continuously feel that their work is valuable and satisfying. Never underestimate the importance of letting your volunteers know you care!



Think about the following ways to recognize and involve your volunteers:

- Invite them to something fun, such as a group dinner or party;
- Keep them informed of films and lectures that might interest them;
- Give them interesting and relevant articles to read;
- Send them birthday cards or holiday treats;
- Write letters of recommendation if appropriate;
- Call them up and ask how it's going;
- Host happy hours;
- Recognize your volunteers at award or honor ceremonies;
- Hold tutor round tables;
- Write letters of commendation to their deans;
- Have a picnic or barbecue;
- Say "Thank You!".

Volunteer retention depends upon being responsive to the tutors' needs. Get to know your tutors and their students by name. Make sure the tutor knows they can always approach you if they're having a problem with their student, whether it is academic or social. Make your program personal!

Most importantly, watch out for signs of burn-out or frustration. Sometimes, a volunteer tries to take on too much and gets burned out. Or, they might confront a situation in the home or with the child which they are uncomfortable dealing with. Lend an ear. If necessary, encourage them to take a break. And, of course, watch out for small successes and triumphs. No matter how busy you are, there is always time to talk to a volunteer.

Programming Logistics

Programming Logistics

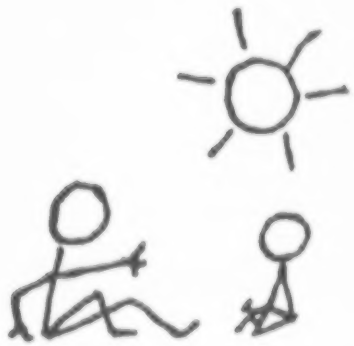
This section provides outlines and tips for three different programming formats — an on-campus Saturday program, an in-home evening program (One-to-One) and an in-school program. In addition, information is included about a peer tutoring program in which junior and senior high school students tutor elementary students. Finally, a "semester calendar" is provided which outlines the course of a semester's activities.

When selecting a format for your university, base your decision on a number of factors, including:

- Availability of students and volunteers;
- The relationship between the university and school system;
- Your university's structure;
- Access to transportation;
- Academic and social needs of the students and the volunteers;
- Available funding.

This section presents an overview of what components are needed to run these types of programs based on the D.C. Schools Project programs. The information has been compiled based on our experiences over the years. Its purpose is to help new programs avoid some problematic aspects of beginning a pilot program. However, each university is different and each program will face different obstacles. Always remain adaptable and open-minded!

An On-Campus Saturday Program



Georgetown's Saturday Program has been operating since the inception of the D.C. Schools Project. The George Washington University initiated a pilot Saturday Program in January of 1988. In these programs, the public school students are brought to campus each Saturday for an hour and a half of one-on-one tutoring, working with the same volunteer each week. The volunteers and students then eat lunch as a group followed by a planned field trip or activity.

The volunteer commitment is from 10:00 a.m. until 2:00 p.m. The public school students are picked up at a central location at 9:30 a.m. and dropped off there at 2:30 p.m. There are about 40 student/tutor pairs in the Georgetown program and about 20 pairs in the George Washington program.

Pros

- **Exposure to new parts of the city.** A Saturday program exposes both the students and the volunteers to new neighborhoods and parts of the city. Both groups tend to be cloistered in their own part of town and do not have opportunities to explore new areas of the city. Additionally, the students develop a relationship with the college campus, which in most cases is not otherwise possible. This program broadens everyone's experience and exposure.

- **Convenience for the university participants.** This program is very convenient for volunteers who live on-campus and can therefore wake up right before they need to be there. Commuter students are accustomed to traveling to and from campus and are very familiar with the university parking and facilities. Since the program ends at 2:00 p.m., there is still enough time for volunteers to make afternoon plans. Being on campus allows for access to the various university resources, such as the gym, library, audio-visual center, or student union.

- **Addresses both academic and social needs.** Through the combination of tutoring and afternoon activities, the volunteer/student relationship is enriched. The academic part of the program is stressed to emphasize to the students the importance of learning English. The various recreational, cultural, and artistic activities develop the students' skills and interests. The social aspect of the

program continues to build student/tutor rapport while strengthening English skills.

Cons

- **Requires access to transportation.** Most likely, you will need a van to bring the students to your campus and to do activities around the city in the afternoon. Securing transportation can be a hassle and expensive. Georgetown leases two vans. George Washington borrows a YMCA van.

- **Attendance problems and changing faces.** Perhaps about 80% of the pairs made on the first Saturday stay together throughout the semester. The other 20% don't, generally because of poor volunteer or student attendance. Enforcing attendance policies will certainly help, but there will always be some changes.

- **Cost.** Lunches and afternoon activities can make a Saturday program more expensive to run than other programs. You can reduce or eliminate costs in some cases, but will need to plan for on-going financial resources to keep the program running.

What To Plan For:

Location

Plan ahead and reserve rooms on campus for meeting and tutoring. Reserve them for the entire semester and be sure to get authorization on paper. Classrooms with chalkboards and desks are preferable in order to avoid mayhem and to facilitate the academic aspect of the program. If a classroom is not available, try working in a dorm, sorority, fraternity or at a nearby off-campus location.

Transportation

You will probably have to transport the students to and from the campus. Getting around for some of the afternoon activities will require access to transportation. Arrange ahead of time who will be picked up where and at what time. The student's school is generally a central, accessible meeting place. If the children are bussed to different schools around the city, you'll have to select a location most convenient to where they live.

Student Participants

Junior high school students are probably the best age for the program. George Washington University works with elementary school students but finds that their attention spans run very short. High school students might not be entertained by the afternoon activities. A program, however, can be designed to accommodate any age group and this should be kept in mind in the planning stages.

If you draw students from only one school, a rapport can be built between the university and that school. This rapport will allow for easier contact and follow-up with the principal and teachers. Students at all levels of English can attend, as the tutors set their tutoring agenda individually.

Parental Contact

After you pick-up permission slips and before you start the program, you should establish some contact with the parents or guardians of the student participant. It is certainly more personal and perhaps more effective to meet them in person. Refer to the guidelines for a home visit in the section on an in-home program for more information on this. Alternately, an informational phone call to the parents, explaining the program and responding to their inquiries, is a vital step.

Matching

On the first day, during the ride over, ask the students to write down their names and telephone numbers. When the group arrives at the campus, there should already be a list drawn up of volunteers. The coordinator can read down the lists and pair according to gender. Sometimes cross-gender matches can't be avoided, and sometimes there are more students than volunteers. Ask the volunteers who would like to work with more than one student. The matches may be made rather quickly but can be changed. Encourage both the volunteers and the students to let you know if they are unhappy with their match.

In an ideal situation, you will know before the first Saturday exactly who will be coming to the program. However, even if you collect permission slips, students might appear who did not sign up or students who are supposed to be there might not show up. There are always last minute changes. At any rate, you can roughly plan the matches beforehand and make some changes on the first day.

Surprisingly, on the second Saturday, many pairs might not remember who they worked with the first week. Make sure you always have a list handy of who is working with whom. Add new students and tutors as they join the program the second or third week.

Attendance

The volunteers must attend every week or find someone else to tutor their student (a friend or fellow tutor). If a volunteer is unreliable, don't hesitate to recommend another program or activity for him/her. Missing one week creates a large gap of time between sessions. Also, poor attendance doesn't set a good example for the student nor does it increase the student's confidence in that individual or your program.

Student attendance can be somewhat irregular, although several policies can regulate it to a certain extent. First, contact with the child's family helps a great deal. Many absences are caused when the parents need or expect their child to help them with something at home, such as watching a sibling. Contact the parents, in person or by phone, and discuss the program, the commitment they need to make to it and the problems caused by absences.

Second, have a waiting list. Since the first semester of the D.C. Schools Project, there have been more students who want to attend than is possible. George Washington has found this to be the case as well. At the beginning of the program, explain to the students that if they have poor attendance, their spot will be given to someone else. There will always be excused absences (the student and tutor mutually agree not to meet or the student goes out of town). However, absences that seem to be whimsical or are not communicated ahead of time are not acceptable. Set the policy at the beginning and stick to it.

Third, the volunteers are expected to contact their students before each Saturday to remind them about the program. If the volunteer cannot communicate in the child's language over the phone, someone who speaks that language should call. By having the attendance responsibility fall to the individual pairs it is more likely to be successful.

Materials

Stress to the volunteers that they need to come prepared on Saturday. Encourage them to bring their own materials (or materials from the office) to the tutoring sessions. However, you might

want or need to bring materials along for the volunteers to work with as backups.

On the first Saturday it is a good idea to plan an activity for everyone to do as an icebreaker. Bring along a lot of magazines, paper, scissors and glue or tape. Have each pair work on a collage together which shows their favorite things, or have them put together a story. Afterwards, in a group circle, each child can present his/her project. The students have something to take home with them from the first session and the pair has had an opportunity to get to know each other.

Another possibility is to have the pairs put together a "book". Give them a choice of three topics and have them write a page on their choice. The pair can discuss the topic, formulate an idea, and put it down on paper. During the week before the next session, put all the pages together. Pass it around at the next session for everyone to see.

Other suggestions for a first session activity include:

- A spelling bee
- Pictionary
- Charades
- Making a family tree
- Drawing pictures of the student's home

Guidelines

You should draw up two documents: guidelines for students (in their native language when necessary and possible) and guidelines for volunteers. Each student and volunteer should receive the appropriate document during their respective orientation meetings. In the student guidelines include a welcome to the program, logistical details, rules about behavior, and the attendance policy. You can ask each student to sign the guidelines document as an "agreement" or a "contract".

The volunteer guidelines should include a welcome, logistical details and rules about calling their student and using the student's native language. Also include the program coordinators names, phone numbers and duties. Inform them of any resources available for them in your office.

Lunch

This is an important part of the Saturday program and often the biggest problem. If thought through at the beginning of the semester, it shouldn't cause too many headaches. It is best to serve lunch between 11:30 and 12:00. This will allow enough time to eat but not enough time for people to get out of hand. Lunchtime is also when general announcements can be made and plans for the afternoon explained.

Having the students bring lunch is probably not an option for two reasons. First, since most of the students live in the inner-city, they probably get free lunches at school and are not accustomed to bringing bag lunches. Second, many of the foods which they eat at home are not easily transportable.

In seeking out donations for the lunches, you can look for monetary contributions or actual food donations. The campus cafeteria is the best place to seek a food donation, although you can also approach a local restaurant or a local grocery store. The D.C. Schools Project recently received an on-going donation from the university caterer which allows the students and volunteers to go to the cafeteria every week. Monetary donations from a foundation, campus organization or corporation could be used to cover the expenses although you'll have to plan for the purchasing and preparation of the lunches.

If you have to prepare meals, recruit a dorm or fraternity house which will allow you to use their kitchen and can perhaps supply volunteers to prepare the meals. Establish a regular schedule of who goes shopping each week (it is probably best to shop on Friday night) and where the food is left. Consider how much preparation is necessary for the meal and be sure to have enough paper products (plates, napkins) on hand.

Some popular and easy suggestions for lunch include macaroni and cheese, spaghetti, hot dogs, pizza muffins, chili, and sandwiches. A big bag of cookies and fruit are great for dessert. If you can find a large jug, make lemonade. It's cheaper and more nutritious that soda pop. Be sure to consider any dietary restrictions that your students may have. Certain ethnic groups or religions might not eat pork, shellfish, milk or many other foods.

Make sure you have a location available to eat the lunch. When the weather is nice you can eat outside and even barbecue. As a special event, you can have the kids bring foods from their native countries and host an "international" meal.

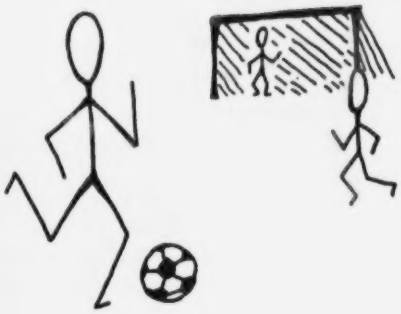
Afternoon Activities

These will probably include both field trips and campus-based activities. For field trips, every city has a plethora of places to go, things to see and do and special activities for youth. Get on the mailing list of places that have regularly changing events, such as museums, libraries, college campuses and YMCAs. Your local newspaper probably has a weekend section on Friday that lists what is going on around town that weekend. A lot of cities host festivals, especially during the summer. There will surely be more than enough things to do; the trick is to be organized.

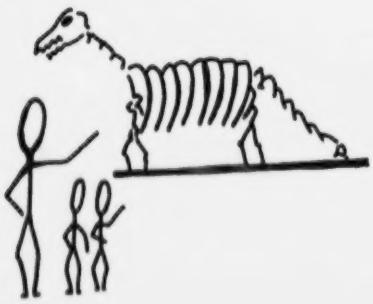
Your activities will be limited by your program's budget. Volunteers might be willing to cover admission fees for their students and themselves once in a while. Before a visit to a new location, call or write ahead and find out if your group can get in for free or for a reduced rate. You may be surprised at how many places will say yes.

Listed below are some of the most common and easily organized activities. Most can be done in groups or in pairs. The primary categories include:

- **Arts and crafts.** Consider tie-dying T-shirts, baking cookies (especially around holiday times), doing paper mache, making collages, painting murals, making cards, painting banners, and other fun art projects. Theme activities are great too. You can make Valentines, Easter eggs, Christmas tree decorations, or Halloween masks. Students can also teach their tutors how to do crafts from their native countries.



- **Sports.** Soccer, basketball, baseball, bowling, etc. Being organized is essential for successful sports events. In order to maintain control and to meet the goals of the program, you may want to avoid all sports that are not pre-planned. Sports tend to divide the children by sex, encourage them to speak their native languages and create raucousness. Pre-planned sports though, especially ones which don't involve teams like bowling or ice skating, can be a lot of fun.



- **Museums and company.** Museums can be rewarding for students and volunteers. Consider visiting museums about anthropology, sports, technology or whatever may be the specialty of your city. Find out if there are special exhibits, films or presentations at the museum. Some museums

have special tours or activity books for young visitors. Other options for interesting places to visit include arboretums, gardens, planetariums, and aquariums. You can also take tours of plants near your city, such as a newspaper plant, a food production plant or a clothing plant.

- **Movies.** It might be possible to see a movie on campus. Talk to your audio-visual department about getting a movie and a VCR. Alternately, most movie theaters have Saturday matinee prices.

- **Drama and dancing.** A group can work on putting together a small play or dance performance. Be creative about where they could perform it. A lot of kids like to learn dance steps. These activities can be coordinated by volunteers who have drama/dance experience. They can be specifically recruited to help with drama/dance and do not necessarily have to be tutors with the program.

- **Parties.** Holiday parties are especially fun. There are a lot of festive activities which can be incorporated into the parties such as decorating Easter eggs, making Halloween masks or baking Christmas cookies. If you have a party, ask the students to bring a dish from home if they wish. Whenever possible, you can celebrate holidays from the children's native country. Ask for input from the students about how to celebrate it and do a little research on your own.

- **Outdoor activities.** These are usually very popular because many immigrant and refugee children are from rural areas but now rarely get a chance to leave the city. Some options to consider include hiking, canoeing, picking strawberries, and going on a picnic or to the beach.

Use your imagination to arrange a variety of afternoon activities. They will work best if you plan in advance. At the beginning of the month, set up a calendar for the entire month. Making calls and reservations well in advance will reduce your weekly workload and you won't have to panic each Saturday.

Extra Volunteers

In addition to your volunteer tutors, you can use volunteers for other purposes. Find creative people to help you out on Saturday. Some afternoon activities will be made much easier if coordinated

by a special volunteer. The volunteer can plan the activity, get the necessary materials, teach the participants how to do it and organize the clean-up. Some activities which volunteers can lead are arts and crafts, dancing, drama, food preparation, and special parties.

Documentation

Keep track of everything! In addition to having an information sheet on each student and tutor and permission slips for your students, prepare informational documents on your program. You must write down how you organized your program so that those who follow in your footsteps don't have to reinvent the wheel. Be sure to appropriately thank and recognize on paper any donations and special assistance that you receive. Keep copies of the flyers and of any correspondence and bills that relate to your program.

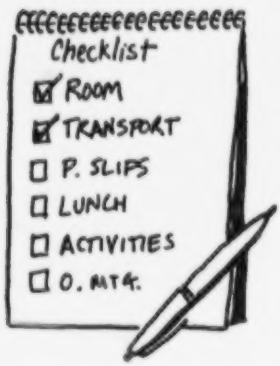
Potential Problems

- **Fluctuating Attendance.** No matter how much you emphasize the importance of regular attendance, you will probably have both students and volunteers who occasionally do not show-up. The immediate solution is to temporarily pair the person who did come with someone else. Letting a volunteer leave if his/her student doesn't come is not a good idea as it reduces the continuity of the volunteer's service.

  Then, during the week contact the other person and reiterate the importance of attendance and the attendance policies. Be strict about enforcing the policies. Although it is hard to ask someone not to return to the program, remember that it allows you to involve a new person in the program.

- **Unprepared Tutors.** The tutors have to come to each session prepared with tutoring materials or plans. You can try to have a time set aside (perhaps Friday evening) for volunteers to come to the office and get materials or plan activities. In addition, you can take some materials along each week for unprepared tutors.

Checklist For The First Saturday. Have You



- Reserved rooms on campus for tutoring?
- Arranged to transport the children to and from the campus?
- Recruited equal numbers of students and volunteers?
- Collected permission slips from all the children?
- Held orientation meetings for students and volunteers?
- Let everyone know when and where to be?
- Contacted the children's parents?
- Decided how you will match the pairs?
- Organized tutoring materials for the first session?
- Arranged for lunches?
- Planned and organized afternoon activities?

An In-Home Evening Program

This program, known as the One-to-One Program at Georgetown, has been the most successful program in terms of improving the student's academics and self-esteem, recruiting interested volunteers and gaining recognition for the Project. Two vans leave from the campus at 6:30 p.m. and return at 9:00 p.m., Monday through Thursday. Volunteers are asked to tutor twice a week. The student coordinators drop off each tutor at his/her student's apartment and return approximately 1 1/2 hours later to pick up the tutor. Each semester approximately 125 volunteers participate in the One-to-One Program. Thirty to forty provide their own transportation.

Pros

- **The uniqueness of the experience for university volunteers.** There are few other opportunities for a volunteer to participate so closely in the daily life of those with whom he/she works. The practical knowledge that the volunteers learn from the direct interaction with the students in their homes is immeasurable. This experience draws many volunteers to the program. The volunteer/student bonds built through the program are usually quite strong. Volunteers are often invited to join the family for dinners, parties and other family events.

- **The convenience of the location for the student participants.** This program can help reach younger children and some female children who might not be allowed to leave their homes to participate in other programs. Families don't have to arrange for transportation for their children. Student interest, and therefore attendance, is very high because they don't have to leave their home.

- **Family participation is heightened.** Because the volunteer works in the home, the families have a lot of interaction with the program. In the initial home-visit (see below), the program informs the families about its services, lets them know what to expect and answers their questions. Relaying information to the families about social services and school related activities becomes very simple.

Cons

- **Requires access to transportation.** The program's success depends on transportation. Volunteers tend to seek out situations of ease and they appreciate, almost require, door to door transportation. Although some of the volunteers do provide their own transportation, they are usually not undergraduate students.

- **Safety is an on-going issue.** The neighborhoods in which the immigrant and refugee communities in your city live may not be the safest in town. Drugs and crime might be rampant. Safety rules must be enforced (see below) to protect the well-being of each volunteer.

- **The program is logistically demanding.** The program must be very well thought out in order to organize home-visits to each family, to map out daily driving routes for the student coordinators and to ensure volunteer safety. Attention must be paid to every detail, both in the planning stage and in the programming stage.

What To Plan For:

Transportation

The program must arrange for transportation. Some neighborhoods may be hard to reach by public transportation. Some cities do not have extensive public transportation. Certain neighborhoods are not safe enough for individual "outsiders" to go to alone. At many universities, the majority of the students may not have cars to go on their own. Van transportation has the most benefits. The D.C. Schools Project leased vans for four years until they were donated by the leasing company. You may be able to use university vans.

The vans give the program a lot of structure. The van ride is a time when tutors can discuss their experiences and share ideas and frustrations. The van drivers can answer questions, make suggestions and monitor tutors' needs. The vans provide ample opportunity to distribute relevant information to the volunteers, either for themselves or to give to the families. The vans are also a good place to track volunteer attendance.

The vans are a central part of the program. They often become an identifying factor in the community. The D.C. Schools Project has its name painted on the sides of the Project vans. The vans are often flagged down or waved to by the children and their families while driving around the neighborhoods.

If vans are not available through purchase, lease, or rental, a program can rely on car pooling or public transportation. The program will have to account for the logistical changes which this type of transportation will require. The program coordinator will also need to do a lot of follow up with the volunteers to make sure that their needs are being met.

The student coordinators need to be well-trained in driving safely and in finding streets and addresses. The only way for the tutors to have a substantial amount of time with their students is if the student coordinator drives efficiently.

Participants

All age groups can be served by this program. Two factors you do have to consider, however, are when the younger children go to bed and if the older children work in the evenings. You have to check with the family to make sure that the student who was recommended for the program will be awake and at home. Generally,

the D.C. Schools Project has found evenings to be a good time for most families.

You will probably need to serve students who live in a certain area. This saves both driving time and hassle. Look at a map of the city and map out a general border of where you can and cannot go. Identify students who live within the boundaries you have set. This will be easier if the immigrant and refugee groups tend to live in concentrated neighborhoods.

Although the tutor is assigned to work with one student, and the family should understand this, the student's siblings and relatives often ask for help as well. The tutor can decide whether or not to work with the other children. If it is too much work, the tutor can always request for another tutor to be sent to the home to help out.

Student Guidelines

The student guidelines should be written in the student's native language and covered during the home visit. Included should be any rules which the program has, such as attending the program regularly, waiting for the tutor in front of the building, and setting aside a quiet place to work.

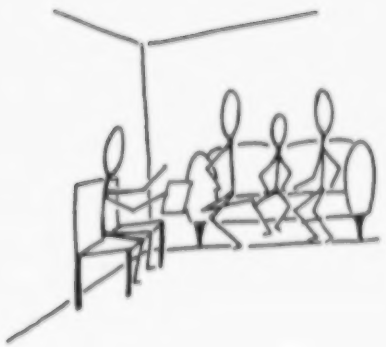
Since many of the parents might not be literate in their language, it is important to verbally cover all that is on the paper. Make sure they can recognize the office number. Let them know that they can call if they have questions or problems. Tell them that if they, or their child, cannot reach their tutor and have to cancel a tutoring session, they have to call the office.

Volunteer Guidelines

The volunteer guidelines should include information for what to do in case of an emergency or crisis, when and where to meet the van, why it is important to be on time, and what the program expects from the volunteer. Most importantly, emphasize the responsibility the volunteers have to contact their students. Require that your volunteers call their students if they are going to miss a tutoring session. Also, recommend or require that they call them to confirm every tutoring session (to make sure the student will be at home). Never underestimate the importance of this responsibility. It is vital that the tutors communicate with their students.

Home Visits.

In order for the One-to-One Program to operate effectively, efficiently and safely, home visits are essential. Through a home visit, the following are accomplished:



- A program representative meets the child and a parent or guardian.

- The family gets accustomed to having a person of a different cultural background in their home. It is very likely that your program representative will be the first person not of the family's ethnicity to enter their household. Since you are proposing that they have someone do this twice a week, they need to become accustomed to it.

- The family meets a staff member. The program will probably remain a vague concept in the family's minds. If they have had contact with a program representative, they are more likely to trust it. There is also a rapport which is established between the staff member and the family.

- The family learns about the program. This is the time to explain the rules and regulations of the program to the family so that there are no misunderstandings about the length of the visit, frequency of visits, or who is to be tutored. You can leave the program guidelines for the family in their native language. You can give out other relevant information, such as a guide to social services or information about community events.

- Any questions or concerns that the family may have about the program can be answered. Make sure they know it is a free program.

- The driver learns how to get to the child's home. If that person does not continue driving the volunteer he/she can explain the directions to another driver.

- The location of the student's home is assessed. This includes accessibility to the home (taking into consideration construction, locked doors, alleys, etc.) and the safety of the neighborhood, street, and building. Are there police nearby? Does the building have lighted hallways? Is there a pay phone nearby?

- The apartment is assessed. There are some realities of living in the inner-city which will be very apparent to the volunteer. These might include a lack of air-conditioning or heat, the presence of insects and/or rodents, and crowded living quarters. However, should an apartment be unquestionably unlivable or if there is any indication of substance abuse on the part of anyone in the home, you should not send a volunteer there. If there are only male relatives home at the time of tutoring it is not wise to send a female volunteer.

- Preliminary information about the student is obtained. Bring along the standard student information form (see Programming Topics) and have it filled out. The information will be very important to the program and the volunteer. A rough estimation of the child's English abilities should be made and included on the form. A simple evaluation of the child can be done by considering the following: Can he/she read the form? Can he/she write the answers? Does everything on the form need to be translated?

Set-up the home visit after you have received the child's signed permission slip. A person who speaks the family's native language, even if he/she isn't fluent, has to make the initial contact with the parents. Most people appreciate it when an effort to speak their language is made, even if it's not perfect.

Remember that the permission slips are often not signed by the parents themselves. Many of the parents might be illiterate in their native language and cannot read the form. Therefore, when you call them, they might not know anything about the program. Explain who you are and where you are calling from. Let them know that the home visit is a mandatory part of the program and that you visit all the students.

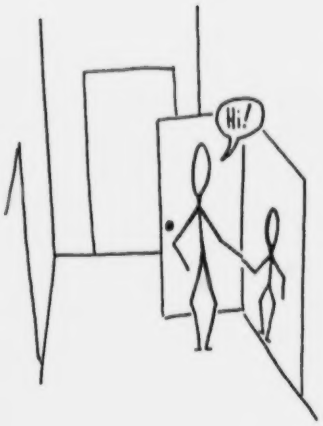
Matching

You will have an information sheet on each student and each volunteer. Included on that form will be any relevant information that you will need to match them. Follow the general matching guidelines indicated in the Programming Topics section. If you have tutors who are driving on their own, you should try to match them with a student whose home is convenient for them to get to.

Documentation

The key to this program is organization. You should have a standard registration form for each volunteer and each student placed together in a folder. You must have accurate information about where the student lives and you must have his/her current phone number. If there are any relevant tips about finding the student's apartment, add them to the file. Make sure you document, either on a computer data base or on paper, which night each volunteer tutors so that the drivers can prepare an accurate driving list.

Starting a Volunteer



Once you have matched a volunteer and student, you must arrange their first meeting. Find out when the volunteer can tutor, as they generally have less flexible schedules than the students. Choose a night to start and call the student's family and see if that day is okay for them.

The day of the start, call both parties to confirm. Always accompany the tutor on the first session, even if he/she is providing his/her own transportation. You can introduce the tutor to the family and make sure everything gets off to a good start. Give the tutor any information about the student that you have. You only need to stay a few minutes.

During the start you will also want to confirm the days that the volunteer will be tutoring. Make sure that everyone knows which nights the tutor is coming. Remind both the tutor and the student to exchange phone numbers and to call each other if they cannot make it one night.

Safety

In order to successfully run an in-home program, you must make safety one of your prime concerns. Refer to the Programming Topics, for guidelines. You will have to enforce the following safety rules:

- The children must wait downstairs. No tutor can be let out of the van unless his/her student is waiting in front of his/her building. There are at least two reasons for this. First, the children probably know the other people who live in the building. The tutor is less likely to feel and look like an outsider in their company. Second, it is the only way to be sure that the student is home and that the tutor won't be stranded.

This can be a hard rule to enforce because the vans often arrive at buildings at different times each night. However, the driver must enforce this rule. Also, tutors might insist that they will be "just fine" going into the building alone. Again, insist they meet their student in front. This rule should carry for home visits as well.

- Children accompany the tutors back downstairs. After the tutoring session, the student must wait downstairs with the volunteer for the van. Again, the child knows the people in the building and if the van is late, the tutor won't be left alone.

- Every time that the vans go out, the driver must have a list of the tutors, the students and the students' phone numbers. If the van breaks down, you must call all the tutors who are still in homes, let them know what has happened and what they should do.

- Travel in pairs. In general, people should enter buildings in pairs. If the driver needs to enter the building for some reason, have him/her take a tutor along.

- The drivers must know the streets extremely well. You don't want drivers getting lost at night on unknown streets.

The bottom line is that you cannot plan and prepare for every potential mishap. The most you can do is have thorough, well-trained and mature people driving the vans.

In its five years of operation, the D.C. Schools Project has never had a tutor or a student endangered. Many small mishaps have happened. Vans have broken down, tutors have forgotten to come out after tutoring, tutors have been temporarily "forgotten" at their tutoring site, police cars have pulled up with sirens blaring as a tutor is dropped off and unruly neighborhood people have acted in threatening ways. Nothing serious, however, has ever come out of any of these sorts of incidents. With enough planning and common sense, serious problems can be avoided.

Tutoring Sessions

Prepare the volunteer for the first session. You can supply a packet of materials for the first session (see Programming Topics). Suggest that a tutor bring along photos of his/her family to share with the student. The tutor learns a lot about the student by simply

being in his/her home. With photos, the student can learn a little about the tutor's family. The pair should spend some time socializing and getting to know each other.

Ideally, after having gone through the training session and reading through the Volunteer Handbook, a volunteer can develop activities for each tutoring session. Both the training and the Handbook should suggest activities that can be done with minimal preparation and simple materials. Some part of the session should include reviewing or providing assistance with homework. However, the tutor should also plan activities such as role plays, writing stories, or going on a scavenger hunt.

The tutor can consider doing activities outside of the home if he/she gets the parent's permission. Some places that the tutor can take a student include:

- **Libraries.** He/she can help the child get a library card and learn how to find books. Inquire about special events which might be sponsored at the library such as book reading contests or puppet shows.

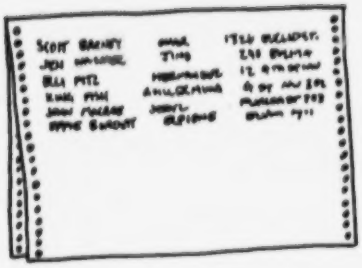
- **Stores.** Visits to stores, especially food stores, can be used to develop vocabulary. Develop a word list beforehand with store items listed in the child's native language. At the store, the child has to search for the items in English. Students with very basic English language skills can work from pictures of the food items. Draw up a scavenger hunt. Ask questions such as "In what aisle is the corn?" and "How much does peanut butter cost?" The kids can learn how to find items in different aisles.

Logistics

This program depends upon having a staff that always knows who is going where on a given night. This can be achieved by developing a well organized driving list system. Every night, the driver will need a finalized list of who is going where to tutor. The list can either be computerized or done by hand. Also, the drivers must know the roads extremely well. Encourage them to learn as much as possible about how the city works. In order to make the program run smoothly, use the following:

- **A central calendar.** Have a calendar specifically for the One-to-One program. Each time a volunteer calls to say that he/she will not be going, write it on the central calendar under the appropriate night. Also write down

any starts or home visits for a particular evening. The driver will then have all the information on hand and can proceed with a driving list for that night.



- **A driving list.** After looking at the calendar, the driver can edit the list of regular attendees for that given night, adding home visits and starts to the list. The driver then orders the route in the most logical fashion, taking into account one-way streets, traffic patterns, and apartment buildings where several volunteers tutor. The starts should be scheduled after the regular tutors are dropped off. The home visits should be scheduled in-between the last drop-off and the first pick-up.

  There will often be people waiting for the van who did not show up on the driving list. Similarly, someone who you were expecting to go might not show up. Be flexible and try to alter your driving plan to accommodate everyone.

- **A route.** Plan your route so that the tutors have the maximum amount of time to tutor. Once trained, the drivers will have an idea of how long it takes to do the route and what time to pick up the tutors. The driver should let the volunteers know what time they need to be outside the building at the end of the night.

  Decide upon a central location on campus where you will pick-up and drop off the volunteers. Decide what nights you will send the vans out and for how long. Let all the volunteers know that they must be on time, both when the van leaves campus and after the tutoring session.

- **Phone calls.** Anyone who is on the list and does not show up must be called within twenty-four hours. Find out whether or not it was a one shot problem and if they let their student know they weren't coming. Emphasize that they need to let both their student and the office know because the drivers have to know whom to expect. If someone misses too many sessions, they should not be allowed to continue.

"Extra-curricular" Activities

Depending upon your budget, try to schedule social events which will give the pairs the opportunity to interact in a different environment than the home. It is great to plan activities on campus so the students have the chance to get to know it and can get out

of their neighborhoods. Host a Halloween gathering, a Christmas party or an end of the year picnic. Have a swimming party, take a trip to the beach, or go to a baseball game.

Potential Problems

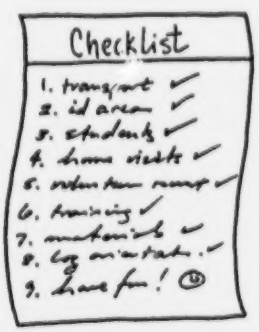
- **Tutor or student no-shows.** Either way, you wind up with an upset person on your hands. The program's reputation suffers more if the tutor doesn't show-up, but the volunteers are less likely to stay committed if their students don't come. Do your best to explain the situation to the party that did show up. Follow-up as soon as possible to determine the cause of the misunderstanding.

- **A student is not waiting outside when van arrives.** If possible, call up to the apartment or send two people in to see if the student is home. When you see the student, explain again why he/she has to wait downstairs.

- **Volunteers don't come out of student's home on time.** Honk the horn, call or go in and get the volunteer. Usually the other volunteers chastise the latecomer because it means everyone will get back to the university late.

- **Finding an efficient route for dropping off tutors.** Because attendance varies and new people are constantly being started or home visited, the routes change nightly. If a driver has to go to a new street or neighborhood, they might get delayed. Having a map of the city in the office and small copies in the van for reference will help. Usually the volunteers get used to spending a little extra time in the van.

Checklist For The In-Home Tutoring Program. Have You:



- Secured transportation?
- Identified the areas you will serve?
- Recruited students?
- Home visited the student participants?
- Recruited volunteers?
- Oriented and trained the volunteers?
- Provided the volunteers with materials for the first session?
- Developed a logistical outline for the program?

An In-School Program

An In-School Program is a great way to link your university with a public school and is a fairly simple program to run. The D.C. Schools Project In-School Program runs two mornings and two afternoons a week. The tutors are assigned to work either directly with one student, to assist a teacher, or to work with small groups of students. About twenty-five students a semester tutor in the In-School program, either in an elementary school, a junior high school or a senior high school.

Pros

- **Visibility and recognition within the school(s).** If both staff members and volunteers go into the schools on a regular basis, the school administration and teaching staff will be much more familiar with your program and activities. This contact and visibility within the school(s) is very important because the schools are your strongest allies and supporters.

- **Support for the volunteer.** When the teacher identifies a student to be tutored, he/she can also provide the volunteer with an indication of what to work on with that student. The teacher will know what the student most needs help with and can convey this information to the tutor on a regular basis.

- **Introduction to inner-city school systems.** Chances are that the majority of your tutors will not have had attended inner-city schools like those they tutor in. Schools vary of course, but generally inner-city schools suffer from a lack of funds, overcrowding and low morale among teachers and administrators. The volunteers will experience first-hand how much these conditions can affect education.

Cons

- **Scheduling.** You need to accommodate the schedules of the teachers, the students and the volunteers. It is often difficult to match volunteer schedules with school schedules. In order to not disrupt classes, volunteers will have to arrive at very specific times. Schools often have assemblies, changes in bell schedules and field trips. Good communication between you and the school will help, but there will often be last minute schedule changes.

- **Less opportunity for pairs to develop a social relationship.** Volunteers who work in the schools are prone to develop only an academic relationship with their students. You can organize extra-curricular activities for the In-School volunteers and their students, but time constraints often limit participation.

- **Teacher reactions.** You will find that some teachers do not want to work with volunteers. Some may find it a burden to have a volunteer in their classroom. Others may be delighted at the prospect of working with a volunteer, but may not know what to do with him/her. It will take a while for teachers to learn how to use the volunteers in their classrooms.

What To Plan For:

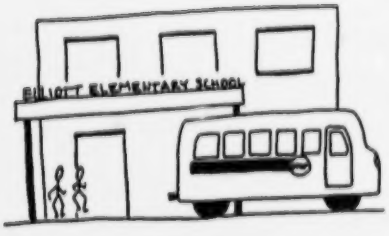
Transportation

Transportation for this sort of program will probably be easier than with the other types of programs. There may be public transportation that the volunteers can take to the school, or the school may be within walking distance. Volunteers can car pool. If you do have a van, transporting volunteers in groups from the university to a school is a simple venture.

Make transportation plans from the start as volunteers generally expect to have that information worked out and available before they start. If volunteers will take public transportation, try to include reimbursement for travel costs in your budget. Perhaps the public transportation system will make a donation of tokens or passes.

If you are taking vans or cars to the school(s), you must arrange for parking. Ask if you can park legally in the school lot while you are there. If not, make sure that everyone knows where the legal spots are around the school.

Location



Ideally, the school system will assist you in selecting your schools. If they cannot or will not help you identify schools, you can make your own decisions based on a little research into which schools have a large immigrant student population.

The most important factor to consider when choosing a school in which to work is whether to work in an elementary, junior high or

senior high school. The school system will be able to help you identify the neediest age groups. You will want to take into consideration the age of the kids, the skills of the volunteers and the school schedules.

Try to identify schools which have teachers and administrators who are already familiar or affiliated with the university. Because not everyone will welcome the program from the beginning, it helps to work with people who already know and trust the university.

Participants

After deciding which school(s) to work in, you can further narrow down what age students you will work with. There may be an age group that is in particular need of attention. In some states, for example, the transition from third to fourth grade involves passing a battery of tests. Consequently, third graders require the most support services.

The school will have students who are at all different levels of English. You will need to decide which level you want to work with. Do you want to work only with newly arrived kids who have no verbal skills? Or with intermediate students with needs in many skill areas? You might want to work with "mainstreamed" students who have advanced reading and writing needs. Consider the needs of the schools, the students and the interests and abilities of the volunteers. You can always expand the program later on to include different ages and levels of students.

Contacts

You need to identify one main contact person for the program at each school. That contact person may be a teacher, a volunteer coordinator, the vice-principal, or the bilingual counselor. The responsibilities which the contact will assume include:

- Overseeing or carrying out tutor placement;
- Serving as an informational link between you, the tutors, and the school;
- Working with you to develop a schedule when tutors can go into classrooms;
- Keeping you up-to-date about schedule changes;
- Informing teachers about the program and possibly training them to use tutors in their classrooms;
- Being available to address problems that may arise.

The person's role will develop with time. In addition to having someone who is primarily responsible for the program, you will have on-going contact with other school personnel:

- **Volunteer coordinator.** A volunteer coordinator is a teacher or counselor who is responsible for overseeing all volunteer activities in the school. They usually report to a central office about the numbers of volunteers working in the school and the amount of hours the volunteers tutor. Not all school systems have volunteer coordinators in their schools.

- **Teachers.** The extent to which teachers participate in your program will depend upon how much information they receive about the program and how much you ask from them. A common problem for in-school tutoring programs is that teachers can feel put out by the program. They might interpret supplemental services as an indication that they are not accomplishing enough in the classroom. They may have seen other tutoring programs begin and end at their schools, due to have poor attendance and a lack of program structure.

  The teachers can have a fairly large role in the in-school program. They can identify the students to be tutored. Whether they are assigned a volunteer to work in the classroom or have students removed from their class for tutoring, they will be in direct contact with the volunteer on a regular basis and can guide the tutors.

  If a teacher has a volunteer in his/her classroom, he/she will have to decide how to best utilize the volunteer. The teachers need to know what purpose the volunteers serve and what roles they are not to fill.

- **Principals.** Time will tell how involved the principal will become in the program. There are some guidelines to follow to maximize your relationship with the principal:

  - Always follow all building rules and any other protocol established by the principal. Many inner-city schools have strict regulations of who can enter the building, what kinds of identification is necessary and where to report upon arrival.

  - Keep the principals up-to-date on your activities, either through memos or meetings.

- Invite them to any awards ceremonies, parties or dinners you host.

- **Counselors.** Counselors can provide useful information about individual kids in the program. You can relay this information to the volunteers if appropriate. Counselors can also recommend students for the program.

Scheduling

When setting up the program schedule, consider both the university and the school schedule. Schedule the program to allow maximum time for tutoring and limited interference with other activities. Remember that junior and senior high schools operate on bell schedules which have the student moving from class to class. Since each period is usually a different subject, it is hard for the students to be pulled out from certain classes. It is usually easiest to pull out students from ESL and English classes. It is generally agreed that time spent with a tutor is more beneficial than time spent in a classroom where nothing is understood.

The students in elementary school usually stay in the same classroom throughout the day. When scheduling your program with an elementary school take into account when students go to music, art or other classes. The Limited English Proficient (LEP) students often have a time set aside for ESL class and it is best to schedule around that time.

Volunteer orientation to the school

Each tutor must be oriented to the school by someone from your program. The volunteers need to know where to sign in, how to find their way around the school and who to report to in the school. It is important that they realize that they are very visible in the school and must follow all the school rules.

During the school orientation, introduce the volunteer to the people they need to know. The principal and/or the volunteer coordinator usually like to recognize the faces of the volunteers. Introduce the tutor to the teacher or student he/she will be working with. The teacher may want the tutor to just simply observe the classroom the first day to get a feel for how the classroom operates.

Placements

Matching the volunteer and the student can be done by you, the teachers, the principals or the volunteer coordinator. Any skills

that a volunteer may have in a given field such as reading, math, or social studies should be taken into consideration, as should a volunteer's preference for age and ethnicity.

A placement method that the D.C. Schools Project found successful was to have the head of the ESL department ask each ESL teacher to submit a list of students who would benefit from tutoring. She complied the list and posted it on the wall. When a new volunteer started, the D.C. Schools Project coordinator went to the list and assigned the volunteer to the next appropriate student. Obviously, any central person could take the responsibility for asking the teachers for names. This method reduces the amount of on-going work which teachers have to do and allows for the rolling admission of tutors.

In another case, the volunteer coordinator sent a memo out about the program which asked any teacher who was interested in having a volunteer work with his/her students to respond. Each volunteer was then placed with a teacher who had requested assistance and worked either as the classroom assistant or with one student.

Documentation

In addition to files on the student and volunteer participants (see Programming Topics), you will need to keep at least two other lists for the in-school program. First, prepare a list of the volunteers, their tutoring days and times and tutoring assignments. Second, compile a list of all the students being tutored by your program. Keep a copy of each for your records and provide a copy to the school.

Recognition

Always thank the people in the school who make the program happen. This includes people such as the parking attendant, the teachers, administrators, and secretaries. Consider presenting a plaque to the school, baking cookies for them, or sending thank you cards. In addition, try to arrange to have the volunteers recognized at the school's awards ceremony.

Extra-Curricular Activities

Because of the academic nature of the in-school tutoring relationship, try to arrange opportunities for the pairs to meet outside of the school setting. Also encourage the volunteers to arrange their own activities.

Potential Problems:

- **Schedule changes.** Tutoring is often interrupted by assemblies, trips and testing. Good communication between the school and the program can be established, but it will not be perfect. The best one can do is to apologize to the volunteer and explain that schedule changes are natural in the public schools. Remind your contact person to try and let you know ahead of time if there is going to be a schedule change.

- **Teachers who can't work with volunteers.** If the volunteer indicates that the teacher has him/her xeroxing or sitting in the back of the classroom, either the teacher does not understand the purpose of having a volunteer, does not really want a volunteer in the classroom or is not sure about how to use the volunteer. A discussion with the teacher about the purpose of the volunteer can help. You will probably want your school contact to do this. If the situation does not improve, make another placement and try not to place another volunteer with that teacher.

- **Tutor or student absences.** When a volunteer is absent and does not call the school, both the teacher and the child wait expectantly for him/her. Therefore the volunteers must call the school when they will be out. If the volunteer works one-on-one with a child and the child is absent, the volunteer can be left with nothing to do. If this happens, have the volunteer report to the contact person for an alternate assignment.

- **The contact is absent.** Always have alternate arrangements made so that if your primary contact person is out, the regular volunteers can still tutor and new volunteers can be placed.

- **A teacher is absent.** Most teachers forget to leave word with their substitute that a tutor is coming. Although the substitute will usually let a student out for a tutoring session if they understand that it is a regularly scheduled event, the substitute will probably not be prepared to use the volunteer in the classroom. Again, the tutor should report to the contact person for alternate plans.

Check-List For An In-School Program. Have You:

- Selected one or more convenient sites?
- Met with the appropriate persons at those sites?
- Coordinated a time schedule for the volunteers to go to the school(s)?
- Oriented teachers to the methods and goals of the program?
- Identified students to be tutored?
- Recruited volunteers?
- Planned the volunteer training and the volunteer orientation to the school?
- Set-up a method for matching volunteers and students?
- Accessed tutoring space?
- Received a copy of the school calendar?
- Scheduled at least one extra-curricular activity for the participants?

An After-school Program

The D.C. Schools Project does not run an after-school program that uses university volunteers. However, Catholic University's pilot program, C.U. After School, is an after-school program held at an elementary school. The volunteers are brought to the school two afternoons a week in a van borrowed from Campus Ministry for an hour and a half of tutoring. The program lasts from approximately 3:00 p.m. until 4:30 p.m. The volunteers commit from 2:30 p.m. until 5:00 p.m. After three semesters of working with one school, the program is now expanding to include others.

Pros

- **Fills up after-school hours.** After-school is often a useless time for children, especially if the parents work and the child is unsupervised. The kids profit from being involved with a positive educational program instead of running the streets or sitting alone watching television.

- **Allows for close contact with and independence from the school.** Since the program takes place in the school, the relationship between the program and the school is close and the potential for mutual interaction is strong. In addition, since it is at a time when few teachers and administrators are around, the program maintains much of its autonomy.

Cons

- **Kids are tired and distracted after school.** Because the children come after having spent all day in school, it can be difficult for them to focus their energy and attention. The younger children especially find it hard to concentrate.

- **Classroom space and availability.** Schools often have a lot of extra-curricular activities and might not have the right kind of space available for you to use. Using rooms which are not conducive to the program, such as gyms and cafaterias, is very distracting and often impedes upon the quality of the tutoring sessions.

There are many similarities between an after-school program and an in-school program. This section will provide information which applies only to an after-school program. It should be referred to in conjunction with the previous section about in-school programs.

Classroom Space

Ideally, the program should take place in classrooms equipped with desks, chalkboards and books. To minimize noise and distractions, no more than ten pairs should share the same classroom. Always leave the classrooms exactly as they were found out of courtesy to the teachers. If you cannot use classrooms, try to use the auditorium or return to the library.

Contact With School

You will need to spend some daytime hours setting up the program. You will need to recruit kids, meet with teachers and administrators and give out information about the program. Once the program is running, maintain regular contact with the school. Establish one primary contact person who can obtain classroom space, set-up meetings and serve as the liaison between your program and the school.

Tutoring Sessions

Although the tutors will prepare their own sessions, it is a good idea to start off with a group activity that will focus the students' attention on the program. Try Simon Says, Buzz, Telephone, or Jazz Chants. Ask a teacher what he/she does to calm the students down.

Peer Tutoring

A unique programming option for your university is a cross-aged tutoring program in which older immigrant and refugee students who are advanced in English tutor younger children in basic English language skills. The D.C. Schools Project runs a program called Peer Tutoring at two elementary schools each semester. From 3:15 p.m. until 4:30 p.m., junior high school students tutor at an elementary school under the supervision of a D.C. Schools Project coordinator.

A cross-aged tutoring program is a great way to get your university involved with the public schools. The coordinator will need to work with elementary, junior and senior high schools and will constantly interact with teachers, administrators and students. A program of this sort is also rather unique. Although it does not involve university volunteers, it offers a great service to the community and the youth involved.

There are many positive benefits of this program. The program:

- Provides a productive outlet and after-school opportunity for advanced, motivated and mature students.
- Builds self-esteem and leadership skills in tutors.
- Supplies role models for children as they interact with older students who have overcome the same language barriers that they are now confronting.
- Improves the tutors' and students' attitudes towards learning English.

Another successful cross-aged tutoring program is run in San Antonio, Texas by the Intercultural Development Research Association. This program recruits at-risk youth to tutor elementary-aged children; all of the the participants are Hispanic but not necessarily limited English proficient. The Valued Youth Partnership Program, as it is called, has been effective in reducing the drop-out rate among tutors and is being used as a model for other programs. For more information see Resources.

The Tutors

It is best to target mature, responsible students who are doing well in their ESL program. They do not need to be fluent speakers but should feel comfortable with their English skills. The teachers and school counselors can identify those students who will benefit most from being tutors. You can also recruit tutors from among the

student participants in your other program(s). Many of them want to become tutors because they know how beneficial having a tutor can be.

The Students

When recruiting students for the program, keep in mind that they must be less advanced in English than the tutors. The most likely participants are recently arrived students to ensure that the tutor's English level is above the student's. Make sure that the teachers know that the program is not for the children with behavioral or social problems.

Supervision and Staffing

The coordinator needs to supervise the children at all times. It is possible that there will be a delay between the time the younger children get out of school and when the tutors arrive. The coordinator must be there to keep everything in control. He/she needs to oversee the tutoring sessions and make sure that the room is left neat and locked. The coordinator also organizes group activities, monitors attendance, make matches, and provides training for the volunteer tutors.

Running this type of program provides a unique experience for a student coordinator. If your university has an Education, Linguistics, ESL or Bilingual Education department, try to recruit an interested coordinator from one of those departments. The coordinator will gain very practical skills from running the program and can use any previous experience or knowledge to enhance the program.

Training

It is vital that you provide the peer tutors with the basic tools they need to carry out their work. Foremost among these are self-confidence and a positive feeling about themselves and what they have to offer. They also need to be trained in basic tutoring techniques such as how to prepare activities, how to demonstrate a new idea and how to encourage the student to learn.

Between yourself and an interested teacher or professor, design a training in which the tutors obtain these basic skills. It could be a one or two session training, with follow-up meetings to discuss the program over the course of the program over the semester. Hold at least one of the sessions at the elementary school itself so that the tutors know exactly where to go for the program.

Recognition of Peer Tutors

You must always encourage and recognize the tutors. Let them know that their work is valued. Give certificates to all the tutors at the end of the semester or write letters of commendation to the tutors' principals and teachers. You can participate in the school awards ceremony. But most of all, constantly give them your personal, verbal support.

Tutoring Sessions

Begin the sessions with a group activity. It will relax everyone and get them to focus on the program. Then, pair the students and tutors. They can work on homework, on prepared activities which focus on individual skills such as reading or math, or on an activity which the coordinator assigns. The coordinator can bring along workbooks, games or other materials for the tutors to use.

Semester Calendar

The calendars and length of semesters at each university vary a great deal. The following calendar is an approximation of what a typical program outline can look like. It is based on a 14 week semester.

Pre-Week 1:

- All pre-program preparation should be done. This includes hiring and training staff (if possible), selecting schools, making appropriate contacts, and making transportation arrangements.

Week 1:

- Begin recruiting tutors. Start your big on-campus recruitment push.
- Continue training staff.
- Give program information to public school personnel
- If the public schools have started, begin student recruitment.

Week 2:

- Continue major on-campus recruitment.
- Host organizational meetings.
- Hold one-on-one orientations for volunteers
- Begin public school recruitment. Distribute permission slips.
- Finalize logistical details.

Weeks 3+4: (These are probably the busiest weeks.)

- Launch another major recruitment campaign on campus.
- Finish the one-on-one orientations for volunteers.
- Hold a volunteer training.
- Collect permission slips. Begin visiting and contacting the parents.
- Start the program(s) by the end of the third week. even if recruitment is not complete and the training is to be held a few days later.

Weeks 5+6:

- Settle into regular program operations. Weed out non-attending participants. Change inappropriate matches.
- Concentrate on larger program issues, especially fundraising.
- Send out a newsletter with important dates, logistical information and tutoring tips.

Weeks 7+8:

- Plan a follow-up training which addresses a particular issue, such as improving a student's reading skills.
- Schedule at least one educational or social event for the tutors.
- Continue fundraising efforts.
- Consider holding an Advisory Committee meeting.
- Work on publicity.

Weeks 9+10:

- Start planning your end of the semester event.
- Continue to run all programs.
- Continue fundraising.

Weeks 11+12:

- Distribute and collect evaluation forms.
- Stop program(s) around this time. Many volunteers, however, like to continue tutoring through exams for a break from studying.
- Host your final event — a picnic, trip, or party.

Weeks 13+14:

- Stop all programs.
- Wrap-up final paperwork, computer entry, student follow-up.
- Prepare and distribute semester summary.
- Organize for the next semester.

Fundraising and Publicity

Fundraising and Publicity

This section provides an overview of fundraising and publicity efforts on both a small and large scale. From the moment a program is conceived, plans for funding it have to be set in motion. The fundraising section covers everything from on-campus fundraising events to proposal writing.

Publicity can range from the campus newspaper to national television coverage. This section will offer ideas and guidelines which you can adapt for the gamut of publicity efforts which you might undertake for your program.

Budgets

Fundraising is the most important part of planning for the future of your program and ensuring that you can follow through on your commitment to the community and the university. In order to undertake a fundraising campaign, whether you're seeking fifty dollars or a million dollars, you have to know what you will do with the money once it is obtained. Therefore, the first step in fundraising will be creating a budget for your program.

When you design a budget, you will be deciding how you will allocate your funds. In a budget, you will itemize each cost for your program. There is a sample program budget included in Appendix H. The three primary categories in a budget that you need to consider are salaries, program costs and overhead.

Salaries

If you plan to hire a full-time coordinator, make the salary competitive. Salaries for full-time staff need to include benefits. In other words, if the salary is $20,000 and the benefits rate at your school is 21.7%, include $4,340 for staff benefits in your budget. This covers the costs for health and life insurance and retirement options which the university has to provide.

When including salaries for work-study students, you are not responsible for paying the total hourly rate. For example at Georgetown, the D.C. Schools Project has to cover forty percent of the hourly rate. The remainder is supplied through federal funds. The percentage your university pays will range from ten percent to forty percent. Make your work-study salaries competitive. Find out what other work-study positions on your campus offer. If possible, the hourly rate should be more than the average wage for on-campus jobs because of the skilled nature of the job. The D.C. Schools Project work-studies earn $5.50 an hour.

You can also provide salaries for interns or part-time employees through stipends if you can't take advantage of the work-study program. If you decide to continue your programs during the summer months (see Programming Topics) include salaries for the summer staff in your budget.

Program Costs

Program costs include everything from xerox costs to food costs to leasing costs for a van. You will have to itemize them on your

budget. The basic rules of thumb are: it is better to overestimate than underestimate, it is not worthwhile to include any non-essential costs and all the totals have to add up.

The primary program costs are usually materials for tutoring sessions, xeroxing costs, transportation costs and food or group outing costs. Most of these costs are flexible to a certain extent, but there is definitely a minimum amount needed to operate the program. When designing your budget, consider which costs are constant. For example transportation is a constant cost. Group outings are not a constant cost.

Overhead

Most of the time, your university will take a certain percentage of any money awarded to you for overhead costs. The justification of this is the university's expense of maintaining the office (even if you are paying rent), supplying electricity, keeping a working phone system and so forth. Find out what percentage the university expects and include it in your budget.

You can adapt budgets for specific needs from your standard budget. For example, if you are applying for funding from a foundation that is particularly interested in providing educational opportunities outside of the children's neighborhoods, increase the amount budgeted for group outings.

Once you've developed a total budget for your program costs, calculate the per child cost of providing these tutoring services. Do this by dividing the program cost by the number of participants. Compare this cost to the per child cost of other tutoring programs or to the cost of private tutoring. This data may be useful later to obtain funds. It's okay if your program costs more than others to run. Be prepared, however, to justify why.

Accounting and Expense Reports

In order to report to your funding sources and your university supervisors, you'll have to provide a detailed account of how funds were spent. Keep records of all expenses. An easily accessible ledger can be useful as long as all expenses are entered. At the end of your fiscal year or grant period, you'll need to prepare a report of budgeted expenses versus actual expenses. For example, you might have budgeted $200- for xeroxing but actually spent $250-. Use your own ledger and any other university accounting documents you are given to develop the expense report.

The expense report is also valuable as a spending evaluation and as a guideline for future budgeting. When you prepare the expense report, consider the relative value of the expenses you made. For example, was too much money spent on trips and not enough on materials? Develop the next year's budget from the previous years budget.

Fundraising Options

Once you have determined how much money you need, you can begin the next step—finding money! Your primary consideration should be whether or not you can raise the funds you need through direct fundraisers, or whether you will need to look towards outside sources. The following guidelines should help you with your efforts:

- Always maintain a professional attitude towards your program and funding activities;
- Be prepared to justify all program expenditures, needs and activities of the program;
- Always ask for advice and assistance in your work, especially from your development office, the school system, and your advisory board;
- Think about how your program is unique. Funders like to support new, innovative and exciting projects.

Direct Fundraisers

There is no reason why you cannot raise funds on-campus to sustain the program at the same time that you look for outside funds. Talk to people on your campus to get an idea of what kind of fundraiser is likely to be successful and how much money you can count on making. Try to recruit a student organization to organize and/or sponsor the fundraiser. Consider the following fundraising suggestions.

- **Bake sales**: Have each person who is involved in the program donate a baked good. Making $300 at a large bake sale is possible.

- **Bucket drives**: Cover all parts of campus for a given time with volunteers holding collection buckets. Pass out tags to people who donate so they don't get approached more than once.

- **Adopt-A-Kid**: A floor, student organization, fraternity or sorority can "adopt" one of your kids for a day or a

semester. They can get people to donate a certain dollar amount each to cover their "adoption" cost.

- **Benefit concerts and dances**: These take a lot of organization and require putting money out up-front. However, a successful event can bring in a lot of money and publicity. Perhaps the organizers of an already-existing annual event can be talked into donating a portion of their profit to your program.

- **10 K Run or Walk-a-thon**: In the longstanding tradition, each participant collects sponsors for each mile that they run/walk. This is a great group event and good for gaining recognition.

- **Meal Donations**: Students can donate one meal a week from their meal cards. This is a great on-going method of obtaining funds but has to be negotiated with the cafeteria services;

- **T-shirt sales**: A shirt sale can be great if the t-shirt is eye-catching. One drawback is the initial out-of-pocket expense. An added benefit is the additional publicity you receive by having people walk around wearing your logo.

Use your imagination. If there are certain fundraising traditions at your campus, try them. Or, try something new and different and catch everyone's attention. It is very possible to run a small program on your campus using on-campus fundraising efforts. Just remember to be organized, enthusiastic and creative!

Outside Fundraising

You may need to look to outside funding sources to keep your program running or to allow it to grow. Good writing and interpersonal skills are the keys to successful fundraising. Whether or not you have any experience in fundraising, you probably won't be able to do it alone in the beginning. You will want, and need, to work with the Development Office.

This is the office that is responsible for raising funds for the university. The office usually has a a full agenda and finding funding for your program may not be a priority for them. But any fundraising that goes on on campus usually has to be cleared by the development office to ensure that two organizations aren't competing for the same funds.

If your university president is supportive of service programs and is actively engaged in expanding the university's commitment to the community, he/she will take that commitment to the Development Office and ask them to help find you funding. Although your university might have a lot of resources, that doesn't mean that they allocate funds to your program. Be prepared to justify your requests to funders who might be wary of donating to a seemingly wealthy institution.

The Development Office may take on full responsibility for locating funds for you, including writing proposals and attending meetings. Or, they may simply approve or disapprove of your interest in approaching certain funding sources. At the very least, they have a research library with materials which you will need for fundraising.

Government Funds

Although government funds are difficult to secure and come with a lot of obligations, there are many possibilities at the federal, state and local level. ACTION grants and FIPSE grants are federal funds which can be used to support service activities. Both require extensive proposal preparation and reporting but do provide substantial funding for unique programming. Contact the national offices for further information. (See Resources)

You can also look into applying for funds through the Department of Education. At the local level, you can write a proposal directly to your school system(s) for support. Another option is to write a joint proposal with the local school district(s) to the state or federal Department of Education.

If you are working with refugees, as legally defined by the government (see Issues), you might also be able to access funds for refugee education programs. The funds may be available from the federal level down to your local school system.

Foundation Funds

Most people think first of foundations when they think of fundraising. Unfortunately, the return on foundation proposals are not high; most proposals are turned down. In addition, foundations will usually not make an on-going commitment to a program. They prefer to provide seed money and start-up grants. Many foundations will not cover administrative costs.

Despite the drawbacks there are many advantages to applying to foundations for funding. First of all, they often provide funds for innovative, unique, and new endeavors and like to be at the forefront of new ideas. Secondly, foundation proposals are usually less tedious and bureaucratic than government proposals. Finally, foundations exist to make donations; with a good proposal and a little bit of luck, you may find an interested foundation.

Foundations generally give grants within their geographic area. When you begin your research, start by looking at foundations within your area. Each foundation also has funding guidelines. For example, the "Morris Foundation" might only fund education programs, youth programs or minority programs. Your program has to fall within the foundation's guidelines. Generally, it is not a good idea to change your program or attempt to describe it in such a way only to meet the foundation's guidelines. Thorough research on the foundation to which you are applying will enable you to write more successful proposals.

Corporate Funds

Corporations, even more than foundations, prefer to fund where they have company operations. Some corporations have charity foundations and others make gifts directly. Fortunately, corporate America is becoming more involved in the public sector and particularly in education programs.

Corporations generally expect to gain a fair amount of publicity or recognition in exchange for their donations. Increased visibility and altruistic activities are beneficial for their business. If a certain corporation donates money to your project, it might require you to advertise its product on all your literature or on your vans. One disadvantage of corporate funding is that if your program becomes solely associated with one corporation, it can be difficult to raise other funds. Also, there's a chance that the corporation will become overly involved and limit the program's autonomy.

Other Funding Sources

Funding can also come from private donations, perhaps from an alumni of your university or a charitable person in your community. Groups like the Junior League, the United Way or church groups may make financial or in-kind donations. Local businesses can also be an excellent source of in-kind donations including everything from paper products to food to chairs and books.

Approach your university for donations. Even if your university supports your program, it might require that the program be financially independent from the university. If the university cannot or will not make a financial contribution to the program, it can at least make in-kind donations of office space, computers or telephones. It may be willing to provide lunches in the cafeteria, audiovisual equipment, sports equipment or paper goods. Keep the administration aware of your needs on an on-going basis.

Your access to different funding sources will depend upon your relationship with the university administration, their support and interest in your program and the relationship that a potential funding source has with your institution. It will also depend upon the amount of effort you put in to obtaining funds. To keep your program running, you might have to do everything from writing letters to local stores to preparing extensive funding proposals. Remember that everything that you get helps — from a gallon of ice cream to a large sum of money.

Steps for Fundraising

Research

This is probably the most time consuming aspect of fundraising. You need to identify your potential funding sources and find out who is likely to be interested in your work. There are several publications which make accessing this information easier. *The Foundation Directory* is the key book for information on foundations. *Corporate 500: The Directory of Corporate Philanthropy* is the corporate equivalent; it profiles each corporation, lists giving guidelines and provides the requirements for grantees. Your campus Development Office should have these books.

When you do research, look for three pieces of information:

- The foundation's funding guidelines.
- The range of the grants made and the size of the average grant. If a foundation's average grant size is $1,000, don't try to fund your entire $20,000 program. However, you could fund one component of the program.
- The application process and deadline. Some foundations require a letter of inquiry before the proposal or duplicate or triplicate copies of the proposals. Some have set deadlines for accepting funding applications.

It may also be useful to find out who the foundation's board members are. If you are working with an advisory board or the development office, find out whether or not anyone knows any of the board members.

Proposals

Whether you are writing a short, three to five page proposal or a longer proposal, it must be extremely well written. It should also be signed by the president, director or chief executive officer of your institution. Foundation proposals are generally shorter than government proposals.

When you first approach a corporation or foundation, your letter of introduction serves as your grant proposal. It should only be three to five pages. The final paragraph should clearly state your request. Include any other information which the foundation requires such as letters of support or financial statements.

"The Grantsmanship Center News" describes the primary components of a proposal of any length:

1. Proposal Summary. Although it appears first, this should be written last, to effectively summarize the contents. The proposal summary:

    - identifies the applicant and indicates credibility;
    - gives the reasons for applying for the grant: the issue, the problem, the need to be met;
    - presents objectives to be achieved through the funding;
    - includes kinds of activities to be conducted to accomplish objectives;
    - indicates total cost of the project and amount requested in the proposal.

2. Introduction. The following are items that may be included, although you don't necessarily have to include them all:

    - when, how and why the organization was started;
    - statement of purposes, goals and philosophy;
    - significant events in the project's history;
    - prior and current activities;
    - accomplishments and their impact;
    - size and characteristics of clientele;
    - assistance asked of you and given to other organizations;
    - referring agencies (if your provide direct services);
    - your funding sources and their positive comments on your work;

- the results of evaluations;
- quotes from letters of support;
- important agency publications;
- anything else you feel is valuable.

3. Problem Statement/Needs Assessment. This part represents the reasoning behind the proposal. It:

   - relates to the purposes and goals of the organization;
   - is of reasonable dimensions;
   - is supported by statistical evidence;
   - is supported by statements from authorities;
   - is stated in terms of clients and beneficiaries;
   - is developed with input from clients and beneficiaries;
   - doesn't make assumptions;
   - doesn't use jargon.

4. Program Objectives. This is the projected/actual outcome of your activities and:

   - describes problem-related outcomes of your program;
   - does not describe your methods;
   - defines the population served;
   - states the time when the objectives will be met;
   - describes the objectives in numerical terms if possible.

5. Methods. These are the steps taken to achieve desired results. It:

   - flows naturally from problems and objectives;
   - clearly describes program activities;
   - states reasons for selection of activities;
   - describes sequence of activities;
   - describes staffing of the program;
   - describes client and client selection;
   - presents a reasonable scope of activities that can be accomplished within the time allotted and within the resources of the applicant.

6. Evaluation. This has two components, the results of the program and the conduct of the program. It:

   - covers product and process;
   - tells who will perform evaluation and how evaluators will be selected;
   - defines evaluation criteria;
   - describes data gathering methods;

- explains test instruments or questionnaires to be used;
- describes the process of data analysis;
- shows how evaluation will be used for program improvements;
- describes evaluation reports to be produced.

7. Future/Other Necessary Funding. This:

   - presents a plan to provide future funding if program is to be continued;
   - discusses both maintenance and future program funding;
   - accounts for other needed expenditures if program includes purchase of equipment.

Always include all of the above sections in any proposal you write, in one form or another. One section may only be a paragraph long or two sections may be combined. The best way to learn about successful proposals is to look at other proposals. Send the proposal off with a cover letter of two to three paragraphs which summarizes the request and indicates your willingness to provide further information.

Meetings

Before your proposal is considered, the funding source will probably want to meet with you to discuss its contents. Often, they will make suggestions for improving your proposal and therefore your chances for funding and let you know if they need more information from you. Remember that the funding source wants straightforward and honest answers. In a sense, the capabilities of the people who will be carrying out the work are just as important as the "theoretical" framework of the program.

Finally, fundraising does not have to be the bane of initiating a program. The most important thing to do during a fundraising campaign is to ask for assistance. Ask anyone you think might be a resource for help. In addition, keep an eye out for seminars or workshops about fundraising.

Publicity

Publicity serves several purposes for your organization. It allows you to build support and interest in your program, it spreads the word in the community about what services you offer and it increases visibility and credibility for fundraising campaigns.

Publicity is any and all forms of getting the word out about your program. Publicity is most successful when its creative. Use your imagination! When developing your publicity campaign, keep these thoughts in mind:

- **Honesty.** Always be truthful when you present your program. If the program is accused of misrepresenting itself, your credibility will suffer and you'll serve an injustice to the communities involved. For example, if you work primarily with Hispanic children and only with a few Southeast Asians, claiming to be a Southeast Asian program might offend some people.

- **Preparedness.** You might be contacted at any time to comment on your program. Therefore, all relevant information should be easily accessible. This includes written information, statistical information, or the names of tutors, teachers, or board members who would be willing to comment on the program.

- **Numbers and statistics.** People are generally impressed by numbers. Some relevant numbers to have on hand include how many volunteers participate, how many students participate, how many non-native English speaking students there are in the public schools in your city, how many hours a week your volunteers work, and how many students at your school are involved in volunteer work.

- **Pitches.** This program can be approached from several different angles. Always think about which one(s) are appropriate for particular situations. You may want to draw attention to one of the following themes of the program: Hispanic (or other ethnic group) issues, tutoring, public school systems, volunteerism, youth, public service/non-profit work, ESL, mentoring, or cross-aged relationships.

- **Modesty.** Don't set out with too slick a public relations package. You'll raise eyebrows about how a small volunteer program has access to enough money to produce it. Aim for attractive, modest materials that make your point but don't distract from the content.

Resources

University public relations. There are several places to ask for assistance with your publicity efforts. First, go to your university public relations office. This office handles public relations for the entire university. The office might have advice or connections or be willing to edit and proof what you write. You may be required to do all of your publicity work through this office, so it is a good idea to meet with them in the beginning and establish guidelines.

University students. Recruit interested students from your university to help you out with publicity. A student from a communications course could produce a video about the program for a term project. A marketing class could adopt your program and make a project out of building a higher profile for your program.

The School System. In addition, the school system will certainly have a communications division that you can work with. Arrange a meeting with someone from that office to discuss how you might work together. Find out about regulations which the school system may have regarding publicity.

Materials

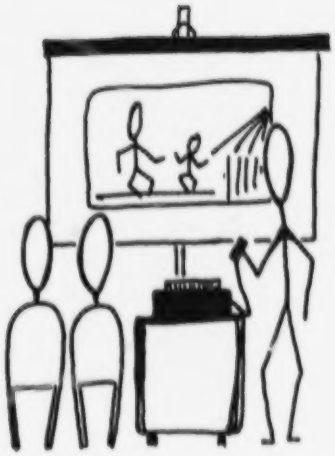
Developing appropriate materials will be important for representing your program. Possibilities include:

- **Press releases.** These are usually sent out by the university public relations office. Press releases generally contain "newsbreaking" or very timely information. One-time events or occurrences, such as fundraisers or grant awards, are good candidates for press releases.

- **A logo.** If you have a logo people will identify it with your program every time they see it. Perhaps a volunteer will be interested in designing one. Use it in all your materials (flyers, T-shirts, displays) to help build an identity for the program.

- **Descriptions.** Written material about your program will be very important. Always have on hand at least one brief description of the program. Include the program's goals, objectives and activities. If you have more than one program, consider having a one-page description of each individual program.

- **Brochures.** If you can afford to put one together, a brochure is an excellent investment. It is compact, attractive and easily distributable. You must consider who the potential audience is and the time frame for the brochure. If you are printing 1,000 copies, don't include information that will be irrelevant in a year.



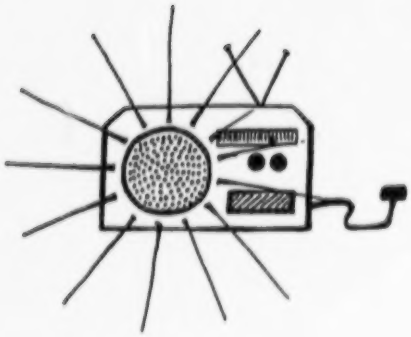
- **Flyers.** You'll probably design new ones at least twice a semester. If you find that a particular slogan or picture is successful, re-use it. Always include either a photocopied picture or drawing to add variety among the words. Be creative!

- **Slide show.** A slide show with music is an old stand-by but still very useful. Get shots of tutors and kids together, the campus, the schools, the neighborhoods, the homes, field trips, the teachers, even the students' native countries. Don't make it too long; fifteen to twenty minutes should suffice.

- **Video.** A video is a much more expensive endeavor. It is possible and necessary only if you are looking at a large scale program which will have uses for a video or if someone wants to produce one as a class project or charity cause. Include the same types of scenes as for a slide show. Develop the text based upon who you intend to direct the video towards, ie. funders, volunteers, or community organizers?

On-Campus Publicity

- **School newspaper.** There are many options for newspaper publicity, including ads to find volunteers or staff, articles, spotlights on particular volunteers, or announcements about recruitment meetings, speaker series or social events. Since the staff turnover at campus newspapers is constant and there are new students at your university every year, aim for yearly coverage.



- **Alumni publications.** Include your program in any newsletters, magazines or mailings which reach your school's alumni, especially those who live locally. You can recruit volunteers for the program and educate alumni about what their alma mater is doing in the community. You may interest someone in making donations.

- **On-Campus radio.** Use the radio to advertise for volunteers and to educate students. An interview with a few volunteers about why they are involved and some of the experiences they have had might encourage other students to participate. Another show could bring a few community workers together to discuss the immigrant and refugee situation in your city.

- **Speakers/debates/films.** Your program is an amazing resource for educating your campus about immigrant and refugee issues. Take advantage of the fact that there are many knowledgable people and films are available which will stimulate interest on your campus. Consider hosting several events during "Immigrant and Refugee Week" or "National Volunteer Week." Advertise to the entire campus. Make sure to let professors know what you have planned.

- **Displays.** There are probably display cases in your library, classroom buildings and campus offices. Sign-up early to reserve a case. Prepare a thought-provoking display. Consider using some of the children's writings and information about their native countries in the display.

Community-wide/City-wide Publicity

Even when approaching an audience larger than your campus, publicity remains much the same. It is more important to think "politically" and call upon any resources or contacts that you have. Similar to fundraising, good publicity campaigns begin with research. Whether you are approaching newspapers, magazines, radio or television, do the following:

Research. First decide which stations or publications you want to contact. Second, find out who the appropriate contact person is at that station or publication. You will probably want to contact whoever is in charge of education or community interests. Your university public relations office might have this information.

Materials. Send off a package which includes a cover letter, fact sheet and copies of other coverage you may have received. The cover letter should be no more than one page long and contain just enough information to interest the reader to find out more. The fact sheet should be just that: one page with relevant information about your program. Desk-top publishing is an easy way to create an attractive and easy to read document. If you have other articles that have been written about your program, include clean and easy to read copies in your package. If you have a brochure or poster, include a copy.

Follow-up. If you haven't heard anything from the people you write to after about eight working days, call them. Be prepared to "sell" your program again over the phone because they might not remember the materials you sent them. Be flexible about setting up interview times or opportunities for them to visit the program.

Your publicity needs will determine how aggressive your efforts need to be and which forms of media you wish to pursue. Use publicity to recruit volunteers, educate people at your university, inform the community and build credibility for fundraising.

Advisory Committee

Creating an advisory committee allows you to bring together leaders who can provide guidance and continuity for the development of your program. An advisory group creates a structure to carry the program into the future. You can either organize a committee at the program's conception to help with the initial design or wait until the program has had at least one semester of operation.

Objectives

Before you organize an advisory committee, sit down and think about what you want the board to do. Basically, there are two types of boards you can establish. The primary goal of the first type is to fundraise. The members can donate money, contact potential funders or assist in writing proposals. The second type of board is more of a "hands-on" working committee. The members can assist with volunteer trainings, locate materials or access the community. Whichever type of board you choose to have, there will be some flexibility in their functions.

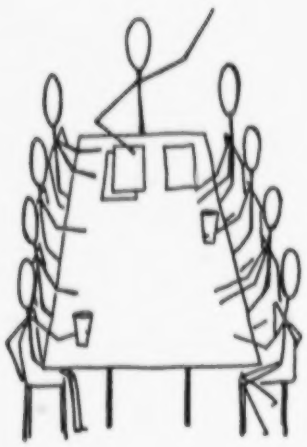
Members

Each person who you invite to participate should have a relevant skill or interest which will be useful to your program. They might be people you have already worked with on other programs or projects or that you know have an interest in this type of program.

A fundraising board. Your members will need to have access to potential donors or possess fundraising skills. Your members might include politicians, corporate board members, religious leaders or high level university administrators.

A "hands-on" working board. You should draw members from the university, the school system and the community. Your members could be professors, deans, social workers, teachers, principals, politicians, or labor organizers.

Start your committee with five to six members, as it is easier to accomplish more with a smaller group. You can enlarge the committee each year with wider representation. The core members can vote new members onto the committee.



Meetings

The first meeting gives the committee the opportunity to define its role and establish guidelines such as how often they meet, who else they would like to have participate and who is responsible for organizing future meetings. It is likely that once the program is established, meeting once a semester will suffice.

Guidelines

- Although it is nice to have well known people on the board, these people are generally very busy and have many other commitments. You are probably better off with people who have fewer commitments and would have more time to give on the program.

- Vary the times and locations of your meetings and always keep them as convenient as possible. Try the university, public schools or libraries for possible meeting sites. Early evening meetings seem to work well. Few people are available for weekend meetings.

- Get the committee as involved as possible. Invite them to program social events which the kids and volunteers attend, have the kids prepare a small presentation for one of the meetings or invite them to meetings you have with potential funders.

- Create short-term working groups to assist you with different tasks. If you need assistance with a proposal, a new program or organizing a fundraiser, solicit advice and participation from committee members to help you out.

In one sense, the advisory committee group will only be as productive as you are. They rely upon you to provide them with information about the program's happenings and needs. You should call on them frequently for advice and suggestions.

Conclusion

Conclusion

During the process of writing this handbook, we learned an incredible amount about all the work that must go into running a service program. We also, however, were forced to think more deeply about our own work at the D.C. Schools Project and how what we have learned from our experiences can serve us in the future. Similarly, we hope that this handbook provides you not only with practical advice and tips for your present needs but more importantly, provides you with a foundation of ideas upon which you can base your future endeavors.

Resources

Resources

Immigrants and Refugees

The Central American Refugee Center (CARECEN)
3112 Mt. Pleasant Street, N.W.
Washington, D.C. 20010
(202) 328-9799

CARECEN is a non-profit human rights organization. CARECEN provides free legal services to Central American refugees, acts as a political lobby and makes extensive referrals for social services. There are CARECEN offices in New York, Los Angeles, San Francisco and Houston.

Mutual Assistance Associations (MAAs)

Organized by and for South-East Asian refugees. Designed to meet the needs of its constituent community. Activities may include sponsoring English classes, providing vocational training, or assisting in locating housing and jobs. Areas with large numbers of South-East Asians probably have an MAA.

Refugee Resettlement Organizations

Involved in all aspects of resettling refugees including placement, processing and follow-up identification or provision of social services. Three of the several major voluntary agencies which resettle refugees are:

Lutheran Immigration and Refugee Service
Lutheran Council in the U.S.A.
360 Park Avenue South
New York, NY 10010
(212) 532-6350

Migration and Refugee Services
U.S. Catholic Conference
1312 Massachusetts Avenue N.W.
Washington D.C. 20005
(202) 659-6630

Church World Service
Immigration and Refugee Program
475 Riverside Drive
Room 666
New York, N.Y. 10115
(212) 870-3300

Reports

New Voices: Immigrant Students in U.S. Public Schools, An NCAS Research and Policy Report.

Available from:
National Coalition of Advocates for Students
100 Boylston St., Suite 737
Boston, MA 02116-4610

A national study of the situation of young immigrants in U.S. Public Schools, based upon interviews, testimony and research. Contains vital background information, an analysis of current policy and practice and a conclusive set of policy recommendations.

Immigrant Students and the California Public Schools: Crossing the Schoolhouse Border, A California Tomorrow Policy Research Report.

Available from:
California Tomorrow
Fort Mason, Building B
San Francisco, CA 94123
(415) 441-7631

A thorough examination of all aspects of educating immigrant students. Discusses the background of the students and the impact these students are having on the California public schools. Concludes with specific recommendations for improving the education of immigrant students.

Films

"Becoming American"

The story of a Hmong family's resettlement in the United States. Provides a good introduction to the process of refugee resettlement and its impact upon refugee families.

"El Norte"

A Guatemalan brother and sister make a risky journey by foot from Guatemala to the United States. This is the story of the hardships they endure on their journey and their eventual settlement in the United States. A moving, accurate portrayal of the experiences of many Central Americans.

"Killing Fields"

The true story of the horrors that a native journalist endured when the Khmer Rouge assumed power in Cambodia. Portrays the repressiveness, fear and horrors which many refugees undergo in their countries of origin.

"Stand and Deliver"

The true story of Jaime Escalante, a math teacher in East Los Angeles, who challenges his students to live up to their potential despite great odds. His work directly confronted the societal assumptions about poor Hispanic youth from the inner city.

Fundraising

Action — The National Volunteer Agency
Office of Policy and Planning
806 Connecticut Ave., N.W. #606
Washington, D.C. 20525
(202) 634-9406
Accepts funding proposals following their established guidelines.

The Fund for the Improvement of Postsecondary Education (FIPSE)
Office of Postsecondary Education
U.S. Department of Education
7th & D Streets, S.W., Room 3100
Washington, D.C. 20202-5175
(202) 732-5750
Accepts funding proposals following their established guidelines.

The Foundation Center
79 Fifth Avenue, Dept. HC
New York, NY 10003

Provides information and publications on foundation philanthropy. Produces *The Foundation Directory*, which provides information on over 5,000 corporate, independent and community foundations.

Service

Organizations

Campus Compact
c/o Brown University
P.O. Box 1975
Providence, RI 02912
(401) 863-1119

The Compact, formed by a coalition of university presidents, promotes public service among university students. The Compact sponsors conferences, coordinates pilot programs and serves as a clearinghouse for information about service activities.

Campus Outreach Opportunity League (COOL)
386 McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108
(612) 624-3018

COOL, a grassroots network of colleges and universities, actively works to support and encourage students in community service work. COOL holds regional and national conferences,

has a staff of traveling "consultants" who provide assistance in initiating pilot programs, produces publications and sponsors long-term projects on issues such as hunger and homelessness and literacy.

Youth Service America (YSA)
1319 F Street, N.W.
Washington, D.C. 20004
(202) 783-8855

Described as the umbrella organization for the "streams" of youth service, including university programs, school-based programs and full-time service corps. YSA serves as a national political advocate for youth service as well as a network for service programs.

Publications

Building a Movement: A Resource Book for Students in Community Service by Wayne Meisel and Robert Hackett.

Available from COOL. Provides great information for establishing a new service organization on campus.

On Your Mark, Go! Get Set. Starting a Community Service Organization on Your Campus by Wayne Meisel and Julia Scatliff.

Available from COOL. Provides the basics for setting-up a new organization.

Teaching English as a Second Language

Organizations

The National Clearinghouse for Bilingual Education (NCBE)
8737 Colesville Road Suite 900
Silver Spring, MD 20910
(800) 647-0123

Provides bibliographies, materials and information on topics related to ESL and bilingual education.

Teachers of English as a Second Language (TESOL)
1600 Cameron Street Suite 300
Alexandria, VA 22314
(703) 836-0774

A professional organization of ESL teachers. Sponsors national conferences. Serves as an umbrella organization for local organizations of ESL teachers.

Center for Applied Linguistics (CAL)
1118 22nd Street, N.W.
Washington D.C. 20037
(202) 429-9292

Sponsors research on languages and linguistics. Applies the research results through programs, information dissemination and technical assistance. Several data bases provide access to bibliographies and information on topics related to languages and linguistics. Some of CAL's emphases include ESL, foreign language learning, refugee education, literacy and less commonly taught languages.

Valued Youth Partnership Program
Intercultural Development Research Association (IDRA)

5835 Callaghan Rd.
Suite 350
San Antonio, TX 78228
(512) 684-8180

This unique cross-age tutoring program is a drop-out prevention program. Hispanic students at high risk of dropping out of school are identified as valued youth and given an opportunity to make a difference by serving as tutors for younger children. The program is complemented by classwork. The program is also used for research by IDRA.

Books and Teaching Aids

Hamayan, Else V., Judith A. Kwiat and Ron Perlman. "Assessment of Language Minority Students: A Handbook for Educators." Illinois Resource Center. Arlington Heights, IL. 1985

A brief publication which covers assessment first from a theoretical point of view, followed by step-by-step guidelines for preparing materials for assessment.

Tacoma Community House "Tutoring ESL: A Handbook for Volunteers." Tacoma, WA. 1986.

Includes many activities, games and practical suggestions for tutoring ESL.

Winn-Bell, Judy. *Look Again Pictures for Language Skills and Development.*
Alemany Press, Hayward, CA. 1984.

Contains a series of drawing pairs. The student compares the drawings and then identifies the differences between them.

Graham, Carolyn. *Small Talk: More Jazz Chants.*
Oxford University Press, New York. 1986

Includes a great variety of jazz chants on many topics and of various lengths.

Training and Cultural Sensitivity Aids

Culturegrams

Available from:
Brigham Young University
David M. Kennedy Center for International Studies Publication Services
280 HRCB
Provo, Utah 84602
(801) 378-6528

Each Culturegram is a four page description of the people, culture, courtesies, and lifestyles of a particular country. The entire set includes descriptions of approximately ninety countries.

Bafáa Bafáa

Available from:
The Intercultural Press
P.O. Box 768
Yarmouth, MA 04096

Bafáa Bafáa is a simulation game designed to have participants confront cultural differences and to work on cross-cultural communication skills.

Volunteers

Volunteers Insurance Program, designed and administered by:
Corporate Insurance Management (CIMA)
216 South Peyton Street
Alexandria, VA 22314-2813
(703) 739-9300
Toll Free Number: 1-800-468-4200

Wilson, Marlene. *The Effective Management of Volunteer Programs.* Volunteer Management Associates, Boulder, CO. 1970.

Appendices

Appendix A

GEORGETOWN UNIVERSITY

Center for Immigration Policy and Refugee Assistance

September 1, 1989

Dear Parents:

The D.C. Schools Project of Georgetown University administers various tutorial programs for children who are learning English as a second language. The tutors, who are usually students from the university, provide immigrant students of the public schools with individualized English language instruction, assistance with their homework, and any other help they may need.

In the One-to-One program, a volunteer tutor would come to your home two evenings a week to help your child with his/her English and schoolwork. Tutors usually arrive at 7:00 pm and stay until about 8:30pm. This program has worked with hundreds of families over the past five years and has been very successful at helping immigrant students improve their English and their record at school.

If you would like your child to participate in this program, please fill out the bottom portion of this sheet and return it to the student's teacher as soon as possible. Because we have a limited number of tutors, we might not be able to contact you right away. As soon as we are able, we will call to arrange a time to meet and talk about the details of the program. Feel free to call our office at 687-6978 for more information.

Thank you for your attention.

Sincerely,

Patricia Keller
Coordinator
D.C. Schools Project

I, _____, give permission for _____
(name of parent) (name of son/daughter)
to participate in the One-to-One program of Georgetown University.

_____
Signature

_____
Phone number

_____ Apt.____
Address

_____ _____
Teacher's name Name of School

PO Box 2298 Washington DC 20057
Telex: 64574

GEORGETOWN UNIVERSITY

Center for Immigration Policy and Refugee Assistance

1 de septiembre de 1989

Estimados Padres:

El "D.C. Schools Project" de la Universidad de Georgetown ha organizado varios programas para niños estudiantes que están en clases de inglés como idioma segundo en las escuelas públicas de Washington. En los programas, estudiantes de la universidad de Georgetown sirven de "tutor" o maestro para dar clases particulares de inglés en la casa, ayudar a los niños con sus tareas, y ofrecer qualquier otro tipo de ayuda que sea necesaria para que se aprenda el inglés y que salga bien en la escuela. Todos los programas son gratis ya que los tutors son voluntarios.

En el programa que se llama "Uno a Uno", un tutor vendría a su casa dos veces por semana para dar una clase de inglés a su hijo/a y ayudarle con sus tareas. El tutor llega normalmente más o menos a las 7:00pm y se queda hasta las 8:30. Durante los cinco últimos años este programa ha apoyado a más de 200 familias y ha tenido mucho éxito en ayudarles a los estudiantes inmigrantes a mejorar su inglés y sacar buenas notas en la escuela.

Si usted quiere que su hijo/a participe en este programa, por favor, llene la planilla que aparece abajo y devuélvela a la escuela lo más pronto posible. Ya que tenemos un número limitado de "tutors", puede ser que sea bastante tiempo antes de que podamos empezar a mandar alquien a su casa. Sin embargo, lo más pronto posible, lo llamaremos para hacer una cita para conocernos y hablar sobre los detalles del programa. Mientras tanto, siéntese libre a llamar si usted tiene preguntas o quiere más información. El número de teléfono de la oficina es 687-6978.

Muchas gracias por su atención.

Atentamente,

Patricia Keller
Coordinadora
D.C. Schools Project

Yo, _____, autorizo que mi hijo/a, _____
(nombre del padre) (nombre y apellido del hijo/a)
participe en el programa "Uno-a-Uno" de la Universidad de Georgetown.

_____
Firma

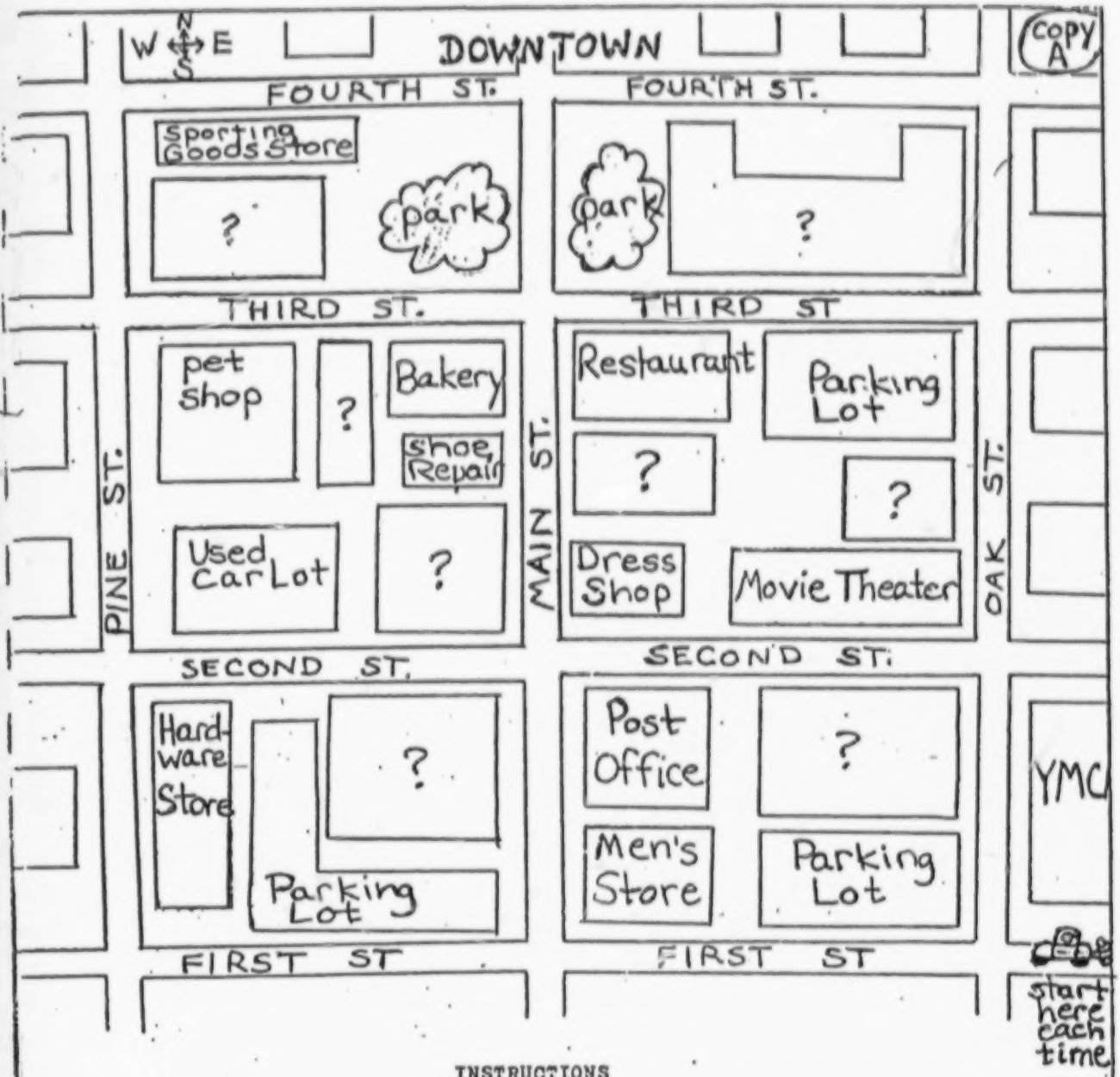
_____
Teléfono

_____ Apt.____
Dirección

_____ _____
Apellido del maestro Escuela

PO Box 2298 Washington DC 20057
Telex: 64574

Appendix B



copy A

INSTRUCTIONS

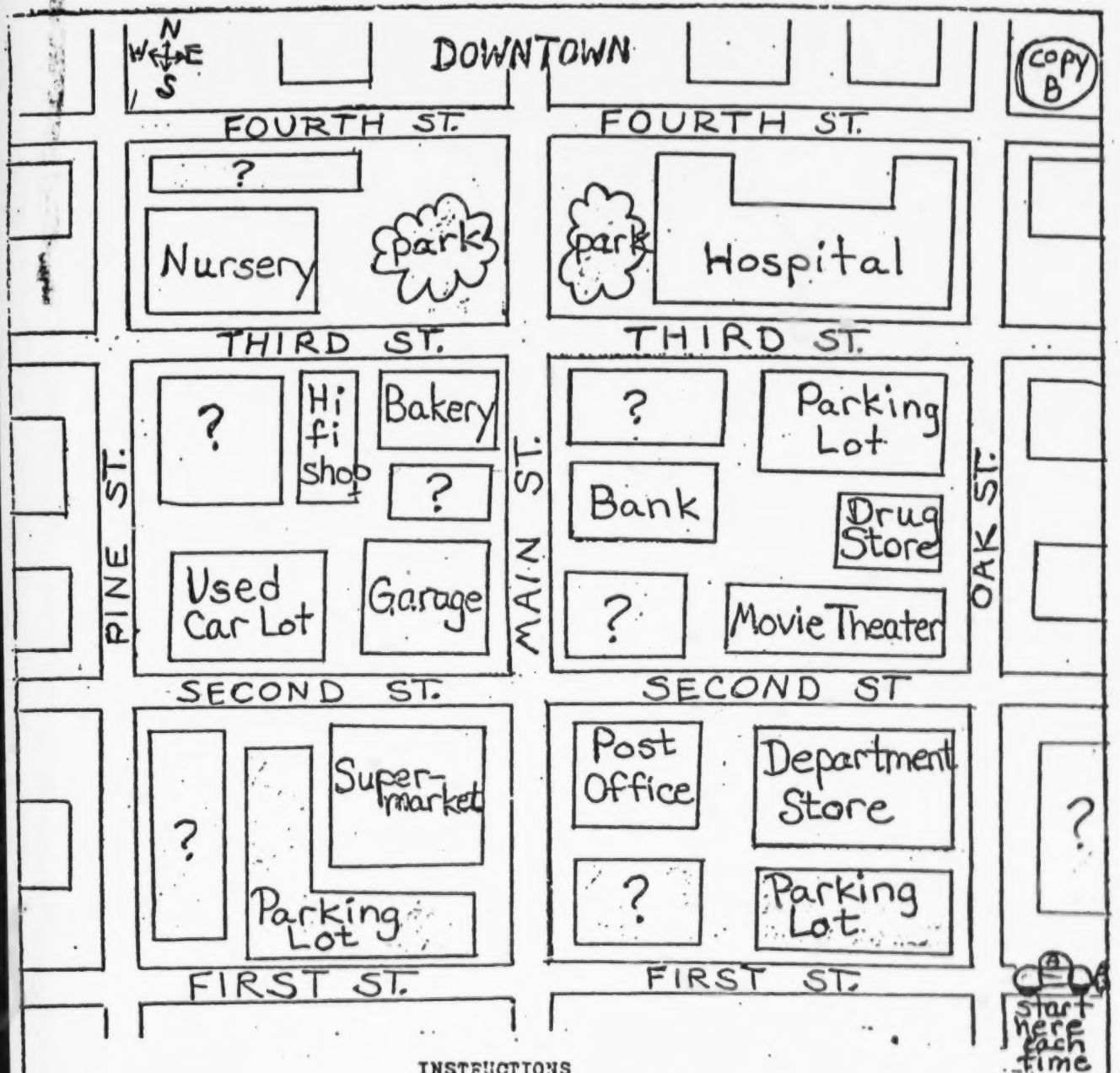
You and your partner have different maps. Do not look at your partner's map. Ask your partner how to get to the places listed below, starting each time from the lower right-hand corner, where it says, "Start here each time." Write the name in the right place. Then let your partner ask you.

The places you want to find are:

the hospital	the garage	the supermarket
the hi-fi shop	the department store	the nursery
the drugstore	the bank	

Copy for classroom use.

By Judy E. Winn-Bell Olsen. These maps first appeared in On TESOL '75. Reprinted with the permission of TESOL.



INSTRUCTIONS

You and your partner have different maps. Do not look at your partner's map. Ask your partner how to get to the places listed below, starting each time from the lower right-hand corner, where it says "Start here each time." Write the name in the right place. Then let your partner ask you.

The places you want to find are:

the sporting goods store	the dress shop	the hardware store
the men's store	the restaurant	the shoe repair shop
the YMCA	the pet shop	

Copy for classroom use.

By Judy E. Winn-Bell Olsen. These maps first appeared in On TESOL '74. Reprinted with the permission of TESOL.

10
Talking to the Doctor

Can you find EIGHT differences between these pictures?

LOOK AGAIN PICTURES, © 1984 by The Alemany Press, Hayward, CA. Permission granted to reproduce for classroom use.

CLASSIFIED ADS

Houses for Rent

House #1 $425, 2 bdrms furn.
1 1/2 bath w/w crptg., lg yd., util incl.
Morong Hts. 6 mo./lease, tel. 236-7206

House #2 $500, 3 bdrms.
Unfurn., lg yd. 2 bath, util. incl. remod.
Morong Hts. 6 mo./lease, tel. 684-6300

House #3 $650, 3 bdrms w/w cpt.
2 car gar., furn., util. incl., 1 bath, lg. yd.
No pets. Morong Hts. 1yr lease, tel 821-4087

House #4 $460, 2 bdrms
Unfurn., util incl., 1 bath, lg. yd.
Nr. school, 4 mo./lease, tel. 627-6300

House #5 $425, 3 bdrms unfurn.
Util. incl., needs some repairs.
Loc. nr. West side, 3 mo./lease, tel. 684-2159

Apartments for Rent

Apt. #1 $300, 1 bdrm unfurn.
W/w crptg., util., loc. nr bus stop
3 mo./lease, tel. 486-3706

Apt. #2 wanted to share, roommate needed.
Your share $80 furn., pay util.,
men only, tel. 791-6283

Apt. #3 $210 cheap studio furn.
w/ kitchenette, util. incl., nr bus stop
Mo. to mo. lease, tel. 224-4000

Apt. #4 $470, 2 bdrms furn.
util. incl., nr Wood Elementary
6 mo./lease, tel. 955-5107

Apt. #5 $390, 3 bdrms.
1 1/2 bath, furn., util. incl., no children u/12 yrs.
6 mo./lease, tel. 674-7221

SITUATION CARDS

Group One

You work as a janitor in Wood Elementary School. You are earning $5.00 an hour. You work Monday to Friday eight hours per day.

You are divorced. Your problem will be to find cheap housing for a single person.

What is your monthly income?
How much can you spend on rent?
How many bedrooms do you need?
Where will you live?

Group Two

Wow! You are in big trouble! Four months in America and still you have no job and no income. You live alone.

You can qualify for public assistance of $60 per week until you find a job.

Since you do not have much money you must look for the cheapest available housing. Remember this clue: "Two can live cheaper than one."

What is your monthly income?
How much can you spend on rent?
Where will you live?

Group Three

Good news! Your mother and father just arrived from the PRPC. They will live with you, your wife and two children, who are eighteen and twenty years old.

You work at the A & V Bank earning $1,200 a month. You do not own any furniture.

What is your monthly income?
How much can you spend for rent?
How many bedrooms do you need?
Where will you live?

Group Four

You work as a salesman at the Department Store. You earn about $800 a month. Your wife is a cashier there. She earns $4.00 an hour, 40 hours a week.

You are married with three children who attend Wood Elementary School.

Since you work at the Department Store, you have bought all your own furniture.

With your income and your situation, what would be a good place for your family to live?

What is your monthly income?
How much can you spend for rent?
How many bedrooms do you need?
Where will you live?

Group Five

You work at M and M Manufacturing Corporation as a laborer. In Vietnam you were a carpenter. You earn $4.50/hour Monday to Friday, eight hours a day. Your wife works at home as a seamstress. She makes about $150 a week.

You are married and have five children. Three of your children attend the Howard Robinson School.

Your problem is that your family is large and your income is small. Remember that you were a carpenter.

What is your monthly income?
How much can you spend for rent?
How many bedrooms do you need?
Where will you live?

Appendix C

PROGRESS EVALUATION FORM
D.C. SCHOOLS PROJECT
TUTORING PROGRAMS

STUDENT:_____ TUTOR:_____

ENGLISH TEACHER:_____ PROGRAM:_____

SCHOOL:_____ DATE____/____/____

****

The above named student participates in a D.C. Schools Project tutoring program run by Georgetown University. The following evaluation will assist the Project and the tutor in addressing the student's individual needs. Thank you in advance for the information you can provide. Please return this form either to the school office or mail to: D.C. Schools Project, Box 2298 Georgetown University, Washington, D.C. 20057.

1. What is the student's proficiency in the following English language skills?

English Skills	Not Applicable	None	Beginning	Fair	Good	Very Good	Don't Know
	(circle one number in each row)						
(a) Spelling	1	2	3	4	5	6	7
(b) Vocabulary	1	2	3	4	5	6	7
(c) Pronunciation	1	2	3	4	5	6	7
(d) Writing Sentences	1	2	3	4	5	6	7
(e) Writing simple stories	1	2	3	4	5	6	7
(f) Reading Comprehension	1	2	3	4	5	6	7
(g) Mechanics of reading (letter recognition, decoding skills, etc.)	1	2	3	4	5	6	7
(h) Conversation and communication skills	1	2	3	4	5	6	7
(i) Handwriting	1	2	3	4	5	6	7
(j) Listening Comprehension	1	2	3	4	5	6	7

2. How would you rate this student's attendance? Poor/Fair/Good/Excellent

3. Please comment on this student's classroom performance:

4. Please tell us what you'd like the tutor to concentrate on:

5. Would you welcome contact from this student's tutor? _____ Which method would be most efficient and convenient? Phone/Mail/Note through school. If by phone, what is your number?_____.

5637d

D.C. Schools Project
VOLUNTEER EVALUATION
Summer 1989

The purpose of this evaluation is to assess the quality of the program and to identify areas that need attention. Your input is vital to this process so please take the time to complete this form and return it to any Project staff member. Responses may be anonymous. Thank you!

Name _____ Program _____
(One-to-One or Saturday)

1. How long have you been tutoring with this program? _____

2. Did you attend the volunteer training session in June?
If so, did you feel it was helpful or not? How so?

3. Have you utilized the tutoring materials in the program office?
Were they adequate for your needs?

4. What do you feel were the program's specific strengths and weaknesses?
What are your suggestions for improving those areas?

5. What teaching techniques did you find to be most successful?

6. What was your experience with the Project staff? Were they helpful, knowledgeable, consistent?

7. Do you plan to continue tutoring in the fall? Why? If you would like to continue with the same child please list his/her name_____.

8. Would you recommend this program to others? Why?

Appendix D

CIPRA-D.C. SCHOOLS PROJECT
. 687-6998
Volunteer Registration Form

NAME_____ DATE____/____/_____

LOCAL ADDRESS_____ BIRTHDAY___/___/_____

_____ LOCAL PHONE_____

HOME ADDRESS_____ WORK PHONE_____

_____ YEAR_____ SCHOOL_____

EDUCATION (circle last year completed) High School 1 2 3 4 College 1 2 3 4
Graduate School 1 2 3 4 5 Degree(s) _____
What school, college, or university? _____

LANGUAGES (pls. indicate proficiency)_____

WHY ARE YOU INTERESTED IN VOLUNTEERING FOR THE DC SCHOOLS PROJECT? (indicate any academic credit you will receive)_____

_____

PREVIOUS VOLUNTEER AND/OR TEACHING EXPERIENCE_____

_____

PROGRAM:
One-to-One ____
Saturday ____
In-School ____
Gordon Center ____
Special Kids ____
Inglés en su casa___

PREFERENCES FOR TUTORING: (age, sex, proximity, ethnicity)
_____
_____

DAYS AND TIMES _____

TRANSPORTATION PLANS (van, drive self, other)_____

WHO REFERRED YOU TO THE PROGRAM? _____

PERSON TO CONTACT IN CASE OF AN EMERGENCY _____

WHAT DATE WILL YOU ATTEND TRAINING?_____

I have read and understand the "Volunteer Responsibilities and Guidelines"

signature_____

****

To be filled out by staff member:

ATTENDED ORIENTATION ON _____.

ATTENDED TRAINING ON _____.

STUDENT INFORMATION FORM
D.C. Schools Project
Georgetown University

Program_____ Sequence number_____

Date_____

Name _____ Sex F____ M____ Age_____

Address _____ Apt _____ Zip Code_____

Parent or guardian _____ Phone _____

Birthday _____ Date of Arrival in U.S._____

Native country_____ Native Language(s)_____

School _____ English or ESL Teacher_____ Rm _____

Grade or ESL Level_____ Years of school in U.S._____

Years of school in native country_____

******

To be completed by coordinator or volunteer

Assessment of English proficiency and needs_____

_____

Relevant information about family, background, etc._____

_____

Other relevant information_____

_____

*****

For One-to-One use only

Tips on finding house, getting into building, etc._____

_____

Home visited by _____ on _____

ENGLISH TUTORING PROGRAM
(THREE FORMATS)
SAMPLE BUDGET

JULY 1, 1989 - JUNE 30, 1990

I. Personnel	
A. 1. Project Coordinator	19,000
2. Fringe Benefits at 21.7%	4,123
B. 1. Six Work Study Students*	4,032
2. One Summer Assistant**	2,000
TOTAL SALARIES AND FRINGE BENEFITS	29,155
II. Transportation	
A. Van Payments (at $150 a month for 12 months)	1,800
B. Gasoline (at $75 a month for 10 months)	750
C. Maintenance and Repairs	1,000
D. Taxi Costs	50
TOTAL TRANSPORTATION	3,600
III. Equipment Use and Supplies	
A. Xeroxing	500
B. Postage	
1. General	200
2. Alumni Recruitment Letter	200
C. Phone	250
D. Supplies	
1. General Office Supplies	200
2. ESL Books and Worksheets	300
3. Saturday and Peer Tutoring Supplies	200
E. Miscellaneous	200
TOTAL EQUIPMENT USE AND SUPPLIES	2,200

IV. Activities

A. Saturday Program Afternoon Activities	200
B. Volunteer Dinners and Trainings	300
C. Project Group Outings	300
D. Lectures and Films	200
E. Conference Fees	150
TOTAL ACTIVITIES	1,150

V. Insurance

Liability Insurance for Volunteers (90 Volunteers) ($ .50 per tutor)	45
TOTAL INSURANCE	45

TOTAL DIRECT CHARGES	40,205

* Six work-study students for 9 months, 60% paid by the Federal Government and 40% by the University. Figures show costs to Program for six students at $5.00 an hour, 12 hours a week for 28 weeks.

** One summer assistant at $5.00 per hour, 40 hours a week for 10 weeks.

Appendix E

JOB DESCRIPTION

COORDINATOR, D.C. SCHOOLS PROJECT

The D.C. Schools Project:

The D.C. Schools Project is a university-based one-on-one tutoring and befriending program for limited English proficient immigrant and refugee public school students. The Project serves more than 250 children each semester through six programs which take place in the community and on campus.

Qualifications include:

BA/BS degree
Management and organizational skills
Teaching/tutoring experience
Knowledge of a foreign language and/or cross-cultural experience
Extensive community service/outreach experience
Drivers license

Responsibilities include:

-Recruiting, training, and managing a part-time support staff of students who recruit, orient, place and support the volunteers and students.

-Interfacing with the public school system, city human service agencies, university organizations and departments and the Advisory Board.

-Coordinating the educational component of the Project including: designing volunteer trainings, implementing and evaluation system, purchasing tutoring materials and responding to individual requests for information and materials.

-Developing a fundraising effort to secure operating costs with assistance from the university Development Office.

-Formulating and administering a yearly budget of approximately $50,000.

-Writing reports, newsletters, articles and other literature on the Project for documentation and publicity purposes.

-Organizing events (films, lectures, etc.) on the Project and related issues both on and off campus, and designing volunteer and work-study trainings.

-Managing the summer programs with a student assistant, including recruiting volunteers and students, transporting participants, providing logistical support etc.

Salary: $18,525 per annum + medical benefits

Job Available: May 1st

IN CASE OF AN ACCIDENT...

1. STOP!!!

2. Take steps to prevent further accidents...park safely and get out of the way of other vehicles.

3. If ON CAMPUS, call University Security (GUPS) at 687-4363. Wait for them to come to the scene.

If OFF CAMPUS, call the DC Police and wait for them to come to the scene. Notify GUPS when you return to campus. This is a must.

4. If anyone is injured, ask the police to send a doctor and an ambulance.

5. Exchange full information with the other driver (reports will have to be filed). Use the Accident Report Form. Do not omit any item. It is the same as the DC Police form but we will use it for our files.

6. If the other driver has any questions about insurance tell them to call our office the next day. The vans are insured by Georgetown University and they handle all claims.

7. See below if necessary.

8. After leaving the scene of the accident, inform the Project Coordinator or Director.

DISABLED VEHICLES

1. Between 7:30 am and 4:30 pm call the GU garage at 687-3471. Ask for Vince or talk to whomever is available. Describe the situation including your name, DC Schools Project - CIPRA, exact location, nature of breakdown. Ask for a tow. They will move the van to Georgetown as soon as they can and repair it there.

OR

2. Between 4:30 pm and 7:30 am, leave the van in a safe spot. Notify the GU garage during hours to arrange a tow.

OR

3. IMPORTANT!!! Notify the Project Coordinator or the Director of Expansion immediately.

REGISTRATION is located in the plastic flap attached to the driver's sun visor.

Julia Durand, Project Coordinator 265-7207 (Answering Machine).
Jennifer Welker, Director of Expansion 232-2716 (Answering Machine)

Appendix F

D.C. SCHOOLS PROJECT
Summary Report

July 1, 1988 through June 30, 1989

The Center for Immigration Policy and Refugee Assistance
P.O. Box 2298
Georgetown University
Washington, D.C. 20057
(202)687-6978

INTRODUCTION

Over recent years the number of non-native speaking immigrant and refugee students in the D.C. Public School System has increased dramatically. At present, more than 9,000 students from 122 countries claim a language other than English as their first language. Each year nearly 1,000 non-native English speaking children enter the school system. Salvadorans, the dominant non-English speaking group in the school system, number over 2,800.

In January 1984, Georgetown University's Center for Immigration Policy and Refugee Assistance (CIPRA) initiated a project with the Division of Bilingual Education of the D.C. Public School System to expand and enrich the educational services for immigrant and refugee students enrolled in the D.C. Public School System. This came in response to media reports concerning the large influx of non-English speaking students into the District of Columbia Public School System ("Salvadoran Refugees Straining D.C. Public Schools," Washington Post, October 2, 1983, p. 1). The D.C. Schools Project was designed to provide volunteers from the Georgetown community opportunities to tutor and befriend limited English proficient public school students.

Each fall, spring and summer more than 200 undergraduates, staff and alumni volunteers work with over 300 students in the students' homes, in local public schools and on Georgetown's campus. The primary goal is to provide the students with individualized instruction and attention they are not afforded in their classrooms. Second, volunteers serve as role models and friends to students. Through the encouragement and support of their tutors, the students gain confidence in their academic abilities. They thus become more aware of the importance of learning English and excelling in school in order to better their future educational and employment opportunities. Third, volunteers act as a liaison between the families and the various human service agencies in the community.

The Project actually consists of six programs*. The One-to-One Program takes place in the homes of the immigrant students where volunteers may also assist other family members. Volunteers in the In-School Program tutor in one of three schools heavily populated with limited English proficient students. In the Saturday Program, junior high school students come to the Georgetown University campus to receive individual tutoring. After lunch, the volunteer and student participate in cultural, recreational, or artistic projects. In the Peer Tutoring Program, junior and senior high school immigrant students tutor elementary school students in basic English language skills. In the Special Kids Program bilingual volunteers work with mentally retarded immigrant and refugee students in school and in their homes. The extra help these students receive at home reinforces for both the parents and the students the Individualized Education Program designed by the Mamie D. Lee staff. At the Gordon Adult Education Center, volunteers work with individual students or as a teacher's assistant in English as a Second Language (ESL) classes for adults.

*See Appendix 1 for program descriptions.

The program is unique in that it brings together the resources of a university and a public school system to assist a special population of students. Moreover, it is a program that can be duplicated at other colleges and universities in D.C. and in other similarly impacted cities across the nation. Working under a grant from the Jessie Ball duPont Religious, Charitable and Educational Fund, project staff continue to assist twelve other institutions to initiate similar programs, a two year effort that began in October 1987.

PROGRAM PARTICIPANTS

A total of 317 volunteers participated in the various programs throughout the Project's fifth year, assisting 339 limited English proficient students. The following list is a breakdown of volunteers for the year.:

By Program	Volunteers:	Students:
One-to-One	151	130**
Saturdays	64	61**
In-School	32	25*
Peer Tutoring	48	69
Special Kids	5	4
Gordon	17	50*
TOTAL	317	339

* In the In-School Program 25 students were assigned tutors. However, several volunteers worked in a classroom setting. Volunteers at the Gordon Center most often work with small groups of rotating students.

** Most of the students in the Saturday Program and the One-to-One Program participated in the program for both the fall and spring semesters, some continued into the summer.

VOLUNTEERS

b) General Breakdown	
1. G.U. Undergraduates	190
2. G.U. Graduate Students	3
3. G.U. Alumni	18
4. High School Students (Including Peer Tutors)	63
5. Other	43
TOTAL	317
c) G.U. Undergraduates By School	
1. CAS (College of Arts and Sciences)	81
2. SFS (School of Foreign Service)	60
3. SLL (School of Languages and Linguistics)	32
4. SBA (School of Business Administration)	12
5. NUR (School of Nursing)	5
TOTAL	190
d. G.U. Undergraduates by Class	
1. First Year Students ('92)	49
2. Sophomores ('91)	58
3. Juniors ('90)	48
4. Seniors ('89)	35
TOTAL	190

e) G.U. Alumni by School

1. CAS (College of Arts and Sciences)	1
2. SFS (School of Foreign Service)	15
3. SLL (School of Languages and Linguistics)	0
4. SBA (School of Business Administration)	0
5. NUR (School of Nursing)	0
6. Graduate School	2
TOTAL	18

STUDENTS

f) Students by School Level

1. Elementary School	162
2. Junior High School	109
3. Senior High School	14
4. Special Education	4
5. Adult Education Center	50
TOTAL	339

g) Students by School (not including adults)

1. Lincoln Junior High School	84
2. Bancroft Elementary School	56
3. Cooke Elementary School	33
4. Oyster Elementary School	33
5. Francis Junior High School	15
6. MCIP	13
7. Other	105

VOLUNTEER TRAINING/ORIENTATION

a) Individual Orientation--A staff member discusses the Project for approximately thirty minutes with each volunteer before the volunteer begins work. The discussion covers the history of the program, including its relationship with the D.C. Public School System, as well as the particular aspects of the specific programs in which they wish to participate. The staff member also aids the new volunteer with suggestions for tutoring, as well as informing them of the resources available in the office. At this session the staffmember provides them with the Volunteer Handbook and handouts with tutoring ideas.

During the orientation session volunteers also learn about the human services available in Washington through discussions with the program coordinators and distribution of the "Human Services in Adams Morgan" guide.

b) Training Seminars-- Throughout the semester volunteers attend training sessions on tutoring English as a Second Language which are provided by education specialists from the Bilingual Education Division, the Office of Volunteer Services and Training of the D.C. Public Schools, teachers of ESL from the D.C. Public Schools, and professors of ESL from Georgetown University. In addition, volunteers attend trainings on cultural sensitivity, immigration, and other related topics.

c) Volunteer Receptions and Dinners-- Volunteers are invited to attend dinners or receptions to discuss issues and problems associated with tutoring. Some of these dinners may feature a speaker from a community agency or feature a film relevant to the tutoring experience.

d) Individualized Follow-up--Each volunteer's progress is tracked by the Project staff either by contact in the vans or by monthly phone calls.

PROJECT DEVELOPMENTS

a) The D.C. Schools Project initiated the Special Kids Program in September. Bilingual volunteers tutored biweekly in the schools and twice weekly in the homes of developmentally delayed children from the Mamie D. Lee School. Students from El Salvador, Cameroon, and Vietnam were assisted this year.

b) In January, Ivan Ashley on special assignment from A.I.D. to CIPRA, replaced Jean Lewis as Associate Director and advisor to the D.C. Schools Project.

c) The D.C. Schools Project purchased a 1987 Dodge Ram van in February. A donation of $5,000 from the American Express Foundation partially covered the cost of this new van.

d) On February 23, the D.C. Schools Project was featured in a Washington Post article, "Tutors from Georgetown University Open New World to Immigrants." Following this article the Chinese World Journal published an article about the 1-1 tutoring program in Chinatown. In addition, the Georgetown program and the outreach efforts were featured by Univision T.V. on their national Spanish news program. Voice of America aired a three minute piece about the Project at Georgetown and the outreach program on their world service.

e) The D.C. Schools Project staff presented a workshop at the Campus Outreach Opportunity League (C.O.O.L.) National Conference at Fordham University in March. At the workshop staffmembers lead the participants in a cultural sensitivity exercise. In addition, workshop attendees participated in discussions regarding how to access communities and agencies that provide services for immigrants and refugees for trainings and further volunteer opportunities.

f) In April, the long awaited 1989 version of the Human Services in Adams Morgan brochure was published. Spanish and English versions of the brochure are being distributed to volunteers and families, as well as to human service agencies in Adams Morgan. Spanish versions are in such high demand that a second printing is being considered.

g) For two days in April eleven peer tutors from Lincoln and Deal Junior High Schools enjoyed a trip to Harper's Ferry, West Virginia chaperoned by four staffmembers. The group stayed at a hostel near Harper's Ferry as part of the Partners in Education Program of American Youth Hostels.

h) At the School of Languages and Linguistics Tropia Exercises in May Christina Chang, SLL ('89) was awarded a silver plate in appreciation of her service to the D.C. Schools Project. In addition to tutoring in the Chinatown component of the 1-1 program, she voluntarily coordinated this program for the past three years.

i) Pat Keller (SFS '89) was hired on June 1st as Project Coordinator to replace Julia Durand who will be attending graduate school in the fall.

j) A photograph from the Peer Tutoring Program is currently in a traveling exhibition of photos from 'A Day In The Life Of Youth Service' sponsored by Youth Service America and Campus Outreach Opportunity League. The exhibition was on display in the West Hall of Union Station.

1) C&P Telephone made a $2,000 donation to the project in June. In addition to the financial donation, four staffmembers will attend management workshops which C&P sponsors. C&P also will provide volunteers for the program and will print Sharing Experiences next spring.

m) After the success of last year's summer internship program in which five student interns from Catholic, Brown and Georgetown Universities worked for the D.C. Schools Project, four students from Fairfield University, Georgetown University, and University of San Diego are participating this year. The internship program is an effort of the Expansion Program to train students who will coordinate similar programs at their schools in the fall. In addition to coordinating one of the four D.C. Schools Project programs this summer, each student will complete a special project. Interns will be expected to attend lectures and presentations relevant to tutoring immigrant students.

D.C. SCHOOLS PROJECT STAFF

1) Project Coordinator: Julia Durand, CAS 1988 (6/1/88 - 6/30/89), Pat Keller, SFS 1989 (Effective June 1, 1989)
2. Program Coordinators:

One-to-One:	Kim Carter	SFS 1990
	Martin Gallivan	SFS 1990
	Kim Langedyk (Fall)	SFS 1989
	Glen Griffin (Spring)	SLL 1991
In-School:	Kim Langedyk (Fall)	SFS 1989
	Jessica Jones (Spring)	CAS 1989
Saturday:	Kama Bethel	CAS 1991
	Gabriel Sanz (Fall)	SFS 1990
	Aldys Dayle (Spring)	SLL 1992
Peer Tutoring:	Ava Rogers (Fall)	SFS 1992
	Tina Ibarra (Spring)	GRD 1989
	Stephen Lin (Spring)	SFS 1991
Gordon Center:	Kim Carter	SFS 1990
Asian Students	(volunteer position):	
	Christina Chang	SLL 1989

3) Director for Outreach: Jennifer Welker SLL 1987
4) Project Assistant: Karen Moscow University of Michigan 1988
5) Project Advisor: Ivan Ashley, Associate Director (CIPRA)

CONCLUSION

During its fifth year the D.C. Schools Project continued to flourish as it expanded its program to serve students at the Mamie D. Lee School. Over 300 D.C. Schools Project volunteers provided assistance to more than 300 D.C. Public School students. As Washington's limited English speaking population continues to grow, the need for educational support services increases too. Twelve other universities in D.C. and across the country are now starting similar programs at their universities. Georgetown students and faculty continue to support the program through their volunteer and training efforts. The D.C. Schools Project has continued to provide an important service to the immigrant student population in D.C. and looks forward to continuing its programs in the coming year.

Appendix G

interest INVENTORY

prepared by the D.C. Schools Project

I KNOW I AM AN IMPORTANT PERSON

BECAUSE THERE IS NO-ONE IN THE

WHOLE WIDE WORLD QUITE LIKE ME.

THAT MEANS I AM SPECIAL!

SIGNED × _____

DATE _____

WHEN I GROW UP, I WANT TO BE

A(N) _____

BECAUSE _____

_____

IF I COULD HAVE 3 WISHES,
I WOULD WISH FOR

1. _____

_____

2. _____

_____

3. _____

_____

SOMETIMES I WORRY ABOUT

_____

_____.

I WOULD LIKE TO KNOW ABOUT

_____

_____.

MY NAME _____

I LIVE AT _____

_____

MY TELEPHONE NUMBER IS

_____

MY BIRTHDAY IS _____.

ON MY NEXT BIRTHDAY I WILL
BE _____ YEARS OLD.

ALL ABOUT ME!

HERE I DRAW A PICTURE OF MYSELF.

MY HAIR COLOR IS _____.

MY EYE COLOR IS _____.

MY HEIGHT IS _____ FEET AND _____ INCHES.

MY MOTHER'S NAME IS _____.

SHE HAS ☐ LONG HAIR
☐ SHORT HAIR

▲

MY FATHER'S NAME IS _____.

HE HAS A MOUSTACHE.
☐ YES
☐ NO

E WORKS AS A _____.

▲

Y FAMILY CAME FROM _____.

HAVE _ BROTHER(S) AND _ SISTER(S)

HEIR NAMES ARE:

_____ , AGE _____

_____ , AGE _____

_____ , AGE _____

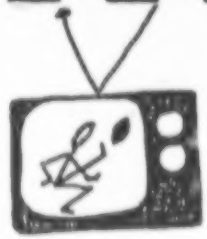
_____ , AGE _____

_____ , AGE _____

~~191~~ , AGE _____

_____ , AGE _____

I WATCH TV
☐ SOMETIMES
☐ A LOT
☐ WHEN I AM BORED
☐ VERY LITTLE



MY FAVORITE TV SHOW IS

_____.

▲

MY FAVORITE SPORTS ARE

_____ AND _____.

▲

I AM GOOD AT

_____.

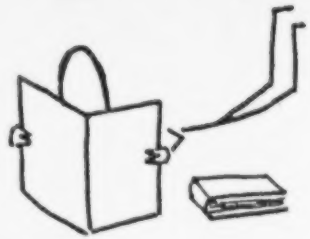
▲

I DO NOT LIKE _____

_____.

I LIKE TO READ ABOUT

_____.



MY FAVORITE BOOK IS

_____.

▲ THE BEST MOVIE I EVER SAW WAS

_____.

I LIKE POPCORN.

☐ YES
☐ NO

▲

I HAVE FLOWN IN AN AIRPLANE:

☐ YES
☐ NO

▲ I LIKE MUSIC ☐ YES ☐ NO

MY FAVORITE GROUP IS

_____.

DANCING IS _____.

MY SPECIAL FRIENDS ARE

_____ _____

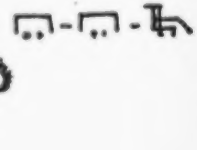
_____ _____

WE LIKE TO PLAY

_____

WHEN I PLAY ALONE, I LIKE TO

_____.



▲

I GO TO SCHOOL AT

_____.

I AM IN THE _____ GRADE.

MY TEACHER'S NAME IS

_____.

MY FAVORITE TIME AT SCHOOL IS _____

_____.

1Y FAVORITE COLOR IS _____.

HE FOODS THAT I LIKE BEST
ARE _____
_____
_____.

HE FOODS THAT I
O NOT LIKE ARE
_____
_____
_____.

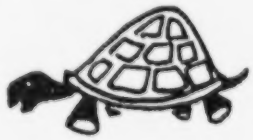
1Y FAVORITE DRINK IS

_____.

)N HAMBURGERS, I LIKE
_____
_____
_____
_____
_____

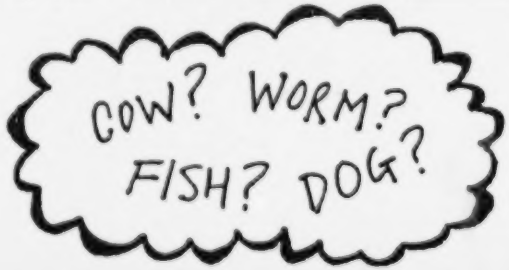
MY FAVORITE ANIMAL IS
_____.

IT LOOKS LIKE THIS:
(here is a picture of my favorite animal)



I WOULD LIKE TO HAVE A PET
_____.

ITS NAME WOULD BE _____.



DIALOGUE JOURNALS

A dialogue journal is similar to letter writing in that two people write back and forth. It is similar to a journal in that it is contained within one "book." For the students the journal is an exercise in both reading comprehension and writing, although you will need to supplement it with other reading and writing activities. It will also serve to help you get to know each other and perhaps explore issues which don't come up in class.

HOW TO DO A DIALOGUE JOURNAL

1. Get a notebook or memo pad that will be used over time expressly for the journal. It is important that all the entries are together to get a better sense of accomplishment and communication. It also "ritualizes" the activity.

2. Prepare the first entry before you go to a tutoring session. You will need to gauge the level of English to write your entry in. Include words you are sure they are familiar with and model sentences for them. Include at least one question so that they have somewhere to begin. Each entry should look like a letter, including the date, greeting and closing. For example:

Beginning: April 19, 1989

Dear Gustave,
What is your name? My name is Jennifer.

Sincerely,
Jennifer

Intermediate: April 19, 1989

Dear Gustave,
What part of Haiti are you from? What is the weather like there? I am from New York but I prefer Washington.

Sincerely,
Jennifer

Advanced April 19, 1989

Dear Gustave,
What did you do this weekend? I went to the movies on Saturday and to the library on Sunday. What are you going to do this weekend? I would like to go swimming.

Sincerely,
Jennifer

3. Carefully explain to your student the purpose of the journal and how to do it. It will take a few entries to develop the habit but be persistent. You can assign the journal for homework, which will add continuity to your tutoring sessions. Continue to write back and forth about anything you want over the weeks that you are together!

4. DO NOT CORRECT the entries that your student makes! The purpose of the journal is to encourage a positive attitude about writing. If you can't understand something the student has written, ask about it in your next entry! If you notice an error that the student always makes spend some time correcting it during a tutoring session. You can also model the correct responses. If the student writes "I have 13 yeares," in your next entry you can write "I am 23 years old."

A family tree

Name _____

My Family

Cousins

Aunts, Uncles

I was born in _____

Sisters
Brothers

My Grandparents

Parents

Pets

Learning about your family's roots can tell you much about yourself!

With your family's help complete each part of the tree. Include the place of birth.

INSTEAD OF, "WRITE A STORY," TRY .....

ads (for magazines
newspapers
yellow pages)
advice columns
allegories
anecdotes
announcements
anthems
appendices
apologies
assumptions
autobiographies
awards

ballads
beauty tips
bedtime stories
[illegible]nnings
billboards
biographies
blurbs
books
book jackets
book reviews
brochures
bulletins
bumper stickers

calendar quips
calorie charts
campaign speeches
cartoons
captions
cereal boxes
certificates
character sketches
church bulletins
community bulletins
couplets
comparisons
comic strips
complaints
constitutions
contracts
conundrums
conversations
critiques
cumulative stories

data sheets
definitions
descriptions
diaries
diets
directions
directories
documents
doubletalk
dramas
dream scripts

editorials
epilogues
epitaphs
encyclopedia entries
endings
essays
evaluations
exaggerations
exclamations
explanations

fables
fairy tales
fantasies
fashion articles
fashion show scripts
folklore
fortunes

game rules
graffiti
good news-bad news
greeting cards
grocery lists
gossip

headlines
horoscopes
how-to-do-it speeches

impromptu speeches
indexes
inquiries
insults
interviews
introductions (to people
places
books)

invitations

job applications
jokes
journals
jump rope rhymes

labels
legends
letters
lies
lists
love notes
luscious words
lyrics

magazines
marquee notices
memories
metaphors
menus

monologues
movie reviews
movie scripts
mysteries
myths

news analyses
newscasts
newspapers
nonsense
notebooks
nursery rhymes

obituaries
observations
odes
opinions

palindromes
pamphlets
parodies
party tips
persuasive letters
phrases
plays
poems
post cards
posters
prayers
problems
problem solutions
proformas
profound sayings
prologues
proposals
propaganda sheets
protest signs
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product descriptions
proverbs
puppet shows
puns
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quips
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questionnaires
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ransom notes
reactions
real estate notices
rebuttals
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record covers
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resumes
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sale notices
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self descriptions
sentences
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serialized stories
sermons
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silly sayings
skywriting messages
slogans
soap operas
society news
songs
speeches
spoofs
spook stories
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sports accounts
sports analyses
superstitions

TV commercials
TV guides
TV programs
tall tales
telegrams
telephone directories
textbooks
thank you notes
theater programs
titles
tongue twisters
traffic rules
transcripts
travel folders
travel posters
tributes
trivia

used car descriptions

vignettes
vitas

want ads
wanted posters
warnings
wills
wise sayings
wishes
weather reports
weather forecasts
WORDS

yarns
yellow pages